DOCUMENT RESUME

ED 435 996 CS 216 932

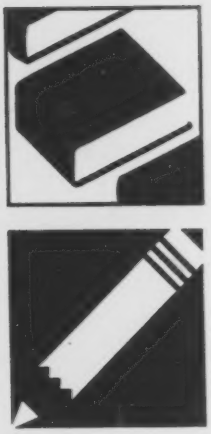
TITLE	Grades K-2 Literacy Assessment. Forms and Procedures Manual.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	1999-05-00
NOTE	199p.
AVAILABLE FROM	North Carolina State Board of Education, 301 N. Wilmington St., Raleigh, NC 27601-2825. Web site: <http://www.dpi.state.nc.us>.
PUB TYPE	Guides - Classroom - Teacher (052) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Beginning Reading; Formative Evaluation; Language Arts; *Language Skills; *Literacy; Primary Education; *Public Schools; *State Standards; *Student Evaluation; Summative Evaluation
IDENTIFIERS	*North Carolina

ABSTRACT

This manual is about the assessment, evaluation, and documentation of literacy development and growth in a student's early years of public schooling in North Carolina and is aligned with and complements the state's revised English Language Arts Standard Course of Study and Grade Level Competencies. The manual offers a perspective for change and challenge as educators at all levels of involvement continually address the goals of producing a literate, productive citizenry. The manual is divided into the following parts: Part A: Formative and Summative Assessment (Introduction and Notes to the User; State Board of Education Policy; Reading Continuum Summative Profile); Part B: Screening for Stages of Reading (Introduction; Running Record; Oral Reading Strategies Analysis); Part C: Language, Comprehension, and Response to Text Including Spelling and Writing (Language, Comprehension, and Response to Text; Spelling and Writing Summative Profile); and Part D: Targeted Assessment of Reading Competencies (Book and Print Awareness; Phonemic Awareness; Decoding and Word Recognition; Reading Skills Assessed in Connected Texts). (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 435 996



Grades K – 2

Literacy Assessment

Forms and Procedures Manual

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CS 216 932

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education • Phil Kirk, Chairman
Department of Public Instruction
Michael E. Ward, State Superintendent
May, 1999

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
E Brumback
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

State Board of Education

Phillip J. Kirk, Jr.
Chairman
Raleigh

Jane P. Norwood
Vice Chair
Charlotte

Kathy A. Taft
Greenville

Margaret B. Harvey
Kinston

Edgar D. Murphy
Durham

Evelyn B. Monroe
Pinehurst

Ronald E. Deal
Hickory

Robert R. Douglas
Asheville

Zoe W. Locklear
Pembroke

Eddie Davis III
Durham

Dennis A. Wicker
Lieutenant Governor
Raleigh

Harlan E. Boyles
State Treasurer
Raleigh

NC Department of Public Instruction

Michael E. Ward, State Superintendent

301 North Wilmington Street • Raleigh, North Carolina 27601-2825 • Website: www.dpi.state.nc.us

BEST COPY AVAILABLE

Table of Contents

Foreword i

Acknowledgments ii

Part A: Formative and Summative Assessment

Introduction and Notes to the User iii

State Board of Education Policy iv

Reading Continuum Summative Profile
- Directions for Completion RCPR-1
- Sample RCPR-3
- End-of-Year Summative Assessment RCPR-5
- Grade 1: End-of-Year Progress Report RCPR-6
- Grade 2: End-of-Year Progress Report RCPR-8

Part B: Screening for Stages of Reading

Introduction SSR-1
- North Carolina Oral Reading Texts SSR-2
- Characteristics of NC Summative Profile Booklist SSR-4
- NC Summative Profile Book Levels SSR-6
- NC Oral Reading Texts:
  - Summative Profile Booklist SSR-7
- Analyzing Oral Reading Strategies SSR-11

Running Record
- Directions for Administration RR-1
- Sample Form RR-4
- Sample: *Moon Bear* RR-6
- Tallying Errors and Self-Corrections RR-7
- Analyzing the Running Record RR-8
- Calculation and Conversion Table RR-13

Oral Reading Strategies Analysis
- Directions for Administration ORS-1
- Guide to Notations ORS-3
- Sample Text:
  - *Have You Seen the Crocodile?* ORS-6
  - *The Paper Bag Princess* ORS-8

Part C: Language, Comprehension, and Response to Text Including Spelling and Writing

Language, Comprehension, and Response to Text

Introduction	LCRT-1
Grade-Level Expectations	LCRT-2
Retelling:	
Narrative Texts	LCRT-12
Sample: *Thundercake*	LCRT-16
Transcripts	LCRT-17
Nonfiction Texts	LCRT-21
Forms	LCRT-23
Using Graphic Organizers for Assessment	LCRT-26
Reading Log	LCRT-29
Conference Record	LCRT-30

Spelling and Writing Summative Profile

Introduction	SW-1
Grade-Level Expectations	SW-3
Directions for Completion of the Profile	SW-6
Profile Form	SW-8
Developmental Spelling Test	SW-10
Primary Spelling Inventory	SW-12
Stages of Spelling Development	SW-15
Collecting Writing Samples	SW-21
Rubrics: Kindergarten, Grade 1, Grade 2	SW-22
Writing Checklist	SW-25

Part D: Targeted Assessment of Reading Competencies

Book and Print Awareness

Introduction and Expectations	BPA-1
Directions for Completing Individual Checklist	BPA-2
Administration Guide	BPA-3
Individual Checklist Scoring Sheet	BPA-5
Example	BPA-6
Administration Guide: *What Would You Like?*	BPA-7
Individual Scoring Sheet: *What Would You Like?*	BPA-9
Observation Checklist	BPA-10

Phonemic Awareness

Introduction	PA-1
Development and Awareness Tasks	PA-3
Grade-Level Expectations	PA-4
Phonemic Awareness Inventory	PA-5–PA-8
Phonemic Awareness Screening	PA-9–PA-11

Decoding and Word Recognition

Introduction	DWR-1
Grade–Level Expectation	DWR-3
Assessment of Letter Knowledge	DWR-6
Upper Case Letters	DWR-6
Lower Case Letters	DWR-7
Assessment of High Frequency Words	
Dolch Basic Sight Vocabulary	DWR-8
First Hundred Instant Words	DWR-10
Assessment of Alphabetic Principle	DWR-11
Beginning Phonics Skills Test	DWR-12
Decoding and Word Recognition Skills	
Grade 1:	DWR-13–DWR-15
Grade 2:	DWR-16–DWR-19

Reading Skills Assessed in Connected Texts

Grade 1:	DWR-20–DWR-23
Texts	DWR-24–DWR-29
Grade 2:	DWR-30–DWR-32
Texts	DWR-33–DWR-39

FOREWORD

This document is about the assessment, evaluation, and documentation of literacy development and growth in a student's early years of public schooling. **The K-2 Literacy Assessment aligns with and complements our state's revised English Language Arts Standard Course of Study and Grade Level Competencies.** The K-2 Literacy Assessment offers a perspective for change and challenge as educators at all levels of involvement continually address our goals of producing a literate, productive citizenry.

If you have questions about the contents of the K-2 Literacy Assessment, please contact:

Shirley D. Rhyne	919-715-1744	e-mail srhyne@dpi.state.nc.us
Mary R. Rose	919-715-1888	e-mail mrose@dpi.state.nc.us
Shirley L. Staten	919-715-5548	e-mail sstaten@dpi.state.nc.us

ACKNOWLEDGMENTS

The development of a comprehensive assessment system that values both formative and summative assessment to build a solid foundation for lifelong literacy during the early years requires the knowledge, skills, talents, inspiration, and vision of many key players. We would like to thank all parents, teachers, students, supervisors, university teacher educators, and consultants for their assistance and contributions to this document.

A special thanks is extended to our pilot schools/school systems who worked with various parts of the assessment system and shared information for revision, additions, and reconsiderations.

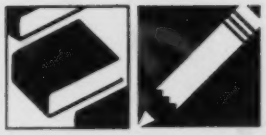
Duplin County
Johnston County
Surry County
Jackson County (Fairview School)
Franklin County (Franklinton Elementary)
Stokes County (Pinnacle School)
Wake County (Title I Schools)
Kannapolis City (Fred Wilson School)
Union County (East Elementary)

An extra special thanks is extended to some of our most diligent contributors of time, effort, and personal sacrifice.

Dr. Barbara Bell
Thurza McNair
Dr. Ernice Bookout
Kimberly Millner
Julie Elberle
Hope Reagan
Janice Burtner
Martha Pickard
Lisa Williamson
Tina McSwain
Patricia Spencer
Julia Dupree
Kathryn Costin
Jameszetta Leach
Karen Patterson Day
Dr. Themla Allen
Jinny Sikes
Ann Ogburn
Linda Tesh
Patsy Turner
Ruth Thomas
Gail Ace
Carol Larsen
Jackie England

Office support staff from the Instructional Services Division and School Improvement Division willingly shared their expertise in word processing and other details to bring this project together. To Lisa Powell and Teresa Parker who formatted the contents of this project and worked diligently to meet unyielding deadlines, short timelines, and specific last minute requests, we owe our greatest thanks.

Thanks to Dr. Elizabeth Sulzby and Dr. Marilyn Adams for their helpful review/evaluation of these materials. Special appreciation is given to Dr. Ted Chittendon, Dr. Lesley Mandell-Morrow, Dr. Dorothy Strickland, and Mrs. Norma Kimzey for their helpful insights.



Grades K – 2 Literacy Assessment

INTRODUCTION AND NOTES TO THE USER

1. Grades K-2 Literacy Assessment is intended to be a process for formative and summative assessment for Grades K, 1, and 2 based on the grade level English Language Arts competencies. It provides for documentation of students' development and progress in reading and writing skills, strategies, and comprehension, as well as documentation of growth over time (formative assessment) and on-demand task performance (summative assessment). Standardized procedures for collecting data and documenting the data collected address accountability issues to ensure consistent administration across the state. A form which includes each of the competencies' categories which can be used uniformly across the state to collect data on students' literacy performance is a vital part of this assessment system. DPI has provided two forms of assessment in each category of competencies. Schools/school systems will need to make decisions regarding assessment instruments specific to their needs. Best practices would dictate that schools select forms and assessments that fit the individual needs of their student population.

2. Each form and/or procedure is accompanied by specific explanations, directions, and where appropriate, examples to guide usage. It is important that directions and procedures are clearly understood and followed closely to maintain validity and reliability of both the process and the product. Thus, the integrity of the instrument will remain intact across the state.

3. Each school/school system should establish a resource contact person who is familiar with the overall process of Grades K-2 Literacy Assessment. This contact person would be responsible for monitoring procedures, helping classroom teachers understand the forms, assisting teachers in using the materials, networking with schools/school systems across the state, and responding to LEA-specific questions. When assistance is needed, teachers should know to call the local resource representative. Administrative support at the school level is crucial to the success of the overall process. Updates and/or follow-up information concerning the Grades K-2 Literacy Assessment will be included in the quarterly English Language Arts newsletter.

4. Purchase of summative books and support materials to implement this model of assessment will be the responsibility of each school or school system. A summative assessment booklist is included along with information for purchasing specific titles.

5. The Grades K-2 Literacy Assessment system will maintain a list of names of trainers who can provide in-service on the Grades K-2 Literacy Assessment. This list of names and contact information will be available through the English Language Arts Section. If specific information on details of specific procedures is needed, you may call Mary Rose at (919) 715-1888, Shirley Staten at (919) 715-5548, or Shirley Rhyne at (919) 715-1744.

6. If additional support documents are needed to help teachers define the skills and strategies included in the K-2 Literacy Assessment, to have materials to use for assessment, or to examine additional samples of various assessments, please contact DPI's Publications office a 1-800-663-1250 or 1-919-715-1250 to request needed materials.

Policy Regarding K-2 Assessments

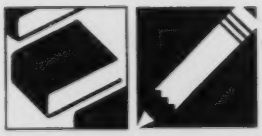
The State Board of Education requires that school and school districts implement assessments at grades K, 1, and 2 that include **documented, on-going individualized** assessments throughout the year and a **summative evaluation** at the end of the year. These assessments monitor achievement of benchmarks in the *North Carolina Standard Course of Study*. They may take the form of the state-developed materials, adaptations of them, or unique assessments adopted by the school board. Grades K, 1, and 2 assessments should be implemented by all schools by the 2000-2001 school year. The intended purposes of these assessments are (1) to provide information about the progress of each student for instructional adaptations and early interventions, (2) to provide next-year teachers with information about the status of each of their incoming students, (3) to inform parents about the status of their children relative to grade level standards at the end of the year, and (4) to provide the school and school district information about the achievement status and progress of groups of students (e.g., by school and grade level) in grades K, 1, and 2.

Rationale for K-2 Committee Recommendation To Require K-2 Assessments

Currently, the implementation of existing K-2 Assessments is inconsistent across the state. The majority of districts report using the state-developed K-2 Assessments materials in some way or at least in some schools. Not all districts are implementing K-2 Assessments nor are all schools within districts assessing students systematically at these grade levels.

As the state considers performance and promotion standards at grades 3, 5, 8, and 12, it is critical to ensure that systems are in place to monitor student performance along the way. Students who are not performing at expected standards need to be identified early and to have opportunity for early intervention and remediation to ensure successful learning. To that end, the State Board of Education needs to ensure that schools are monitoring student progress from their entry into school.

While it is proposed that the State Board of Education mandate the use of ongoing assessments for kindergarten, first, and second grades, the systems put in place by schools and school districts are optional. State developed assessment materials that align with the K-2 *Standard Course of Study* are available and may be used as written or modified as appropriate for the school or district.



READING CONTINUUM SUMMATIVE PROFILE

END-OF-YEAR PROGRESS REPORT

Grades K – 2 Literacy Assessment
READING CONTINUUM SUMMATIVE PROFILE

The Reading Continuum Summative Profile provides on-going documentation of student growth in reading both during the year and at the end of the year. **This assessment should be completed within the first six weeks and the last month of the school year for first and second grade. For kindergarten the assessment should begin within the first six weeks and be completed by midyear. A final assessment should be completed within the last month of the school year**. A copy of this summative profile may be maintained in the student's classroom records/portfolio. School administrators may use this information for accountability purposes on the local level because it documents reading growth over time.

Directions for Completion of the Profile

1. Write student's name and school system in top blanks.
2. At the beginning of the school year teachers should determine each child's Stage of Reading. Records from the previous year will provide a starting point for most students in determining their appropriate reading level.

   Kindergarten teachers may begin their assessment with Book and Print Awareness. If a student is already reading when s/he enters kindergarten, the teacher may select a book from Level 1-2 of the NC Oral Reading Booklist as a follow-up to Book and Print Awareness. **Records of appropriate reading level should be recorded by midyear for all students in kindergarten and within the first six weeks for first and second grade.**

   NOTE: When teachers are aware that students can read text at higher levels, the higher leveled text should be used.

3. At the end of the year, teachers mark the stage on the continuum that best describes the child's present level of functioning in reading (early emergent, emergent, developing, early independent, independent). The teacher will indicate at what point on the continuum the child best fits. **The continuum should be marked, indicating the competencies achieved as reflected by the book level read.**

   If a discrepancy exists between the competencies marked and the level of the book read, further evaluation is recommended, using the Targeted Assessments of Reading Competencies.

4. The teacher will complete the documentation page of the Grades K-2 Literacy Assessment Reading Continuum Summative Profile by including the following information:

   Grade
   Teacher's name
   Date
   Score
   Measure: title(s) of book(s) and level(s) used for assessment

Grades K – 2 Literacy Assessment
READING CONTINUUM SUMMATIVE PROFILE

STAGES OF READING					
	Early Emergent	Emergent	Developing	Early Independent	Independent
Date			9/10/98	6/1/99	
Title/Level			Hattie and the Fox - 16	Jamaica's Find - 22	
Oral Reading Score			85%	90%	

5. In addition to determining the stage of reading, teachers will mark the competencies the student has achieved.

Review the competencies/descriptive indicators for each of the stages of reading development (early emergent, emergent, developing, early independent, and independent).

Competencies/descriptive indicators are not considered to be of equal value in describing reading behavior, but together provide a complete description of a child's reading development The teacher will check the competencies the child exhibits in reading at the present time. If the child has been retained, the teacher will use the same color code but circle his/her new checks.

Kindergarten	First Grade
BOOK AND PRINT AWARENESS	
☐ Knows parts of books and functions of each part.	
☐ Demonstrates understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.	
☐ Demonstrates understanding of letters, words, and story.	
PHONEMIC AWARENESS	
☐ Demonstrates understanding that spoken language is a sequence of identifiable speech sounds.	☑ Can blend the phonemes of one-syllable words. 9/99
☐ Demonstrates understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.	☑ Can segment the phonemes of one-syllable words. 9/99
☐ Demonstrates understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).	☑ Can count the syllables in a word. 9/99
	☑ Can change beginning, middle, and ending sounds to produce new words. 9/99

Grades K – 2 Literacy Assessment
Reading Continuum Summative Profile

STUDENT: Tinsley Rose SCHOOL SYSTEM: Hoke County

Directions: Check the competencies the child exhibits in reading at the present time. The stages of reading and writing are derived from the *North Carolina Grade Level Competencies*. Check the stages at the beginning and end of the school year and mark the line on the continuum. Date each rating.

STAGES OF READING

	EARLY EMERGENT		EMERGENT		DEVELOPING			EARLY INDEPENDENT				INDEPENDENT			
Date								9/95 KW			6/96 KW				
Title/Level								Level 16 Hattie and the Fox			Level 22 Jamaica's Find				
Oral Reading Score								85%			90%				

READING COMPETENCIES

Kindergarten

BOOK AND PRINT AWARENESS

Knows parts of books and functions of each part.
Demonstrates understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
Demonstrates understanding of letters, words, and story.

PHONEMIC AWARENESS

Demonstrates understanding that spoken language is a sequence of identifiable speech sounds.
Demonstrates understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.
Demonstrates understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).

DECODING AND WORD RECOGNITION

Recognizes and names upper and lower case letters of the alphabet.
Recognizes some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
Recognizes most beginning consonant letter-sound associations in one-syllable words.

LANGUAGE COMPREHENSION AND RESPONSE TO TEXT

Uses new vocabulary and language in own speech.
Understands and follows oral/graphic directions.
Demonstrates sense of story (e.g., beginning, middle, end, characters, details).
Connects information and events in text to experience.
Demonstrates familiarity with a variety of types of books and selections.
Reads or begins to read.

First Grade

PHONEMIC AWARENESS

- ✓ Can blend the phonemes of one-syllable words. 9/95
- ✓ Can segment the phonemes of one-syllable words. 9/95
- ✓ Can count the syllables in a word. 9/95
- ✓ Can change beginning, middle, and ending sounds to produce new words. 9/95

DECODING AND WORD RECOGNITION

- ✓ Uses phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. 9/95
- ✓ Recognizes many high frequency and/or common irregularly spelled words in text (e.g., have, said, where, two). 9/95
- ✓ Reads aloud with fluency and comprehension any text that is appropriately designed for the first half of grade one. 9/95
- ✓ Uses pronunciations, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. 9/95

LANGUAGE COMPREHENSION AND RESPONSE TO TEXT

- ✓ Reads and comprehends both narrative and expository text appropriate for grade one. 9/95
- ✓ Self-monitors in decoding, comprehending, and composing text by using one or two strategies. 9/95
- ✓ Elaborates on how information and events connect to life experiences. 9/95
- ✓ Reads and understands simple written instructions. 9/95
- ✓ Predicts and explains what will happen next in stories. 9/95
- ✓ Discusses and explains responses to how, why, and what-if questions in sharing narrative and expository text. 9/95
- ✓ Retells new information in own words. 9/95
- ✓ Understands the concept of a sentence. 9/95
- ✓ Responds and elaborates in answering what, when, where, and how questions. 9/95
- ✓ Uses new vocabulary and language in both speech and writing. 9/95
- ✓ Demonstrates familiarity with a variety of types of text (e.g., storybooks, poems, newspapers, telephone books, and everyday print such as signs, notices, labels). 9/95

Second Grade

DECODING AND WORD RECOGNITION

- ✓ Uses phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text. 6/96
- ✓ Accurately reads most high frequency and many irregularly spelled words in text. 6/96
- ✓ Reads aloud with fluency and comprehension any text appropriate for the first half of grade two. 6/96

LANGUAGE COMPREHENSION AND RESPONSE TO TEXT

Reads and comprehends both narrative and expository text that is appropriate for grade two.
Self-monitors own difficulties in decoding, comprehending, and composing text by using several strategies.
Interprets information from diagrams, charts, and maps.
Recalls facts and details from text.
Reads expository materials for answers to specific questions.
Discusses similarities and differences in events and characters across stories.
Connects and compares information across expository selections to experience and knowledge.
Poses possible how, why, and what-if questions to understand and/or interpret text.
Explains and describes new concepts and information in own words.
Understands the following parts of the sentence: subject, predicate, modifier.
Uses text for a variety of functions, including literary, informational, and practical.

Third Grade

LANGUAGE COMPREHENSION AND RESPONSE TO TEXT

Discriminates between cause and effect relationships and fact and opinion.
Summarizes and records information. Notes and charts detail.
Supports ideas by reference to evidence presented in texts.
Compares and contrasts poems, informational selections, or other literary selections.
Distinguishes between fact and opinion.
Reads literary, informational, and practical materials for a variety of purposes.
Uses multiple strategies to identify words, verify predictions, and clarify meaning: analogy, chunking, rereading, and reading on.
Focuses on detail to locate specific information and to clarify meaning.
Checks for understanding by paraphrasing information from text.

4-99

RCPR-3

BEST COPY AVAILABLE

READING DOCUMENTATION

EMERGENT	DEVELOPING	EARLY INDEPENDENT	INDEPENDENT

BOOK AND PRINT AWARENESS

EMERGENT	DEVELOPING	EARLY INDEPENDENT	INDEPENDENT
Gr. Teacher			
Measure			
Date Score			
Gr. Teacher			
Measure			
Date Score			
Gr. Teacher			
Measure			
Date Score			
Gr. Teacher			
Measure			
Date Score			

PHONEMIC AWARENESS

EMERGENT	DEVELOPING	EARLY INDEPENDENT	INDEPENDENT
Gr. Teacher	Gr. Teacher		
Measure	Measure		
Date Score	Date Score		
Gr. Teacher	Gr. Teacher		
Measure	Measure		
Date Score	Date Score		
Gr. Teacher	Gr. Teacher		
Measure	Measure		
Date Score	Date Score		
Gr. Teacher	Gr. Teacher		
Measure	Measure		
Date Score	Date Score		

DECODING AND WORD RECOGNITION

EMERGENT	DEVELOPING	EARLY INDEPENDENT	INDEPENDENT
Gr. Teacher	Gr. Teacher	Gr. Teacher	
Measure/Level	Measure/Level	Measure/Level	
Date Score	Date Score	Date Score	
Gr. Teacher	Gr. Teacher	Gr. 2 Teacher Staten	
Measure/Level	Measure/Level	Measure/Level ORSA L22	
Date Score	Date Score	Date 6/96 Score 90%	
Gr. Teacher	Gr. Teacher	Gr. Teacher	
Measure/Level	Measure/Level	Measure/Level	
Date Score	Date Score	Date Score	
Gr. Teacher	Gr. Teacher	Gr. Teacher	
Measure/Level	Measure/Level	Measure/Level	
Date Score	Date Score	Date Score	

LANGUAGE COMPREHENSION AND RESPONSE TO TEXT

EMERGENT	DEVELOPING	EARLY INDEPENDENT	INDEPENDENT
Gr. Teacher	Gr. 2 Teacher Staten	Gr. 2 Teacher Stat	Gr. Teacher
Measure/Level	Measure/Level Retell-L16	Measure/Level Retell-L22	Measure/Level
Date Score	Date 9/95 Score 4	Date 6/96 Score 90%	Date Score
Gr. Teacher	Gr. 2 Teacher Staten	Gr. Teacher	Gr. Teacher
Measure/Level	Measure/Level	Measure/Level	Measure/Level
Date Score	Date Score	Date Score	Date Score
Gr. Teacher	Gr. Teacher	Gr. Teacher	Gr. Teacher
Measure/Level	Measure/Level	Measure/Level	Measure
Date Score	Date Score	Date Score	Date/Level Score
Gr. Teacher	Gr. Teacher	Gr. Teacher	Gr. Teacher
Measure/Level	Measure/Level	Measure/Level	Measure/Level
Date Score	Date Score	Date Score	Date Score

DATE	COMMENTS	TEACHER/PARENT SIGNAT

BEST COPY AVAILABLE

DETERMINING SUMMATIVE ASSESSMENT

Reading

Levels I, II, III, and IV depicted on the End-of-Year Report are derived from descriptors of stages of reading development and the *English Language Arts Grade Level Competencies.* Each student's profile is compiled from the information gathered from the evidence supplied on the forms and procedures identified below. Teachers will mark the appropriate stage/level of student performance in accordance with that information.

Stages of Reading

- Oral Reading Strategies Analysis: 85% accuracy
  NC Summative Profile Book Levels
  Or
- Running Records Analysis: 90-94% accuracy
  NC Summative Profile Book Levels

Language, Comprehension, and Response to Text

- Narrative or Nonfiction Text for Oral Retelling
- Graphic Organizers to Promote Critical Thinking
- Questions to Promote Critical Thinking and Response to Text
- Reading Conference Records
- Reading Strategies Log
- Oral Reading Strategies Analysis or Running Records

Spelling and Writing

Levels I, II, III, and IV depicted on the End-of-Year Report are derived from stages of writing development and the *English Language Arts Grade Level Competencies.* Eash student's profile is compiled from the information gathered from the evidence supplied on the forms and procedures identified below. Teachers will mark the appropriate stage/level of student performance in accordance with that information.

Spelling and Writing

- Developmental Spelling Test
- Primary Spelling Inventory
  Stages of Spelling Development
  Writing Samples
  Rubrics for Writing Assessment
- Writing Prompts
- Unassisted and In-Response to Book Read

END-OF-YEAR PROGRESS REPORT

Parent/Teacher Report

STUDENT: _____ DATE: _____

SCHOOL: _____ SYSTEM: _____

Grade 1

READING:

Level	I	II	III	IV
	BELOW		PROFICIENT	ABOVE

Students Performing at Achievement Level IV:

- Consistently perform in a manner clearly beyond grade level requirements and expectations.
- Exhibit characteristics of the **early independent** stage of reading development.
- Frequently exhibit proficiency with competencies listed in *Reading Grade Level Competencies for Second Grade.*
- Demonstrate an overall understanding of text for one or more levels of text for independent readers (Levels 16–24).
- Read literary, informational, and practical texts appropriate for second grade.

Students Performing at Achievement Level III:

- Consistently demonstrate mastery of grade level skills, strategies and content.
- Are well prepared for the next grade level.
- Exhibit characteristics of the **developing** stage of reading development.
- Demonstrate the proficiencies listed in the *Reading Grade Level Competencies for First Grade.*
- Demonstrate an overall understanding of texts appropriate for end of first grade (Levels 9–16).
- Construct meaning from a variety of picture books, chapter books, informational, and practical materials appropriate for end of first grade. (Levels 13–16).

Students Performing at Achievement Level I and II:

- Demonstrate insufficient mastery of grade level skills, strategies, and content.
- Demonstrate difficulty constructing meaning from texts appropriate for end of first grade (Levels 13–16).
- Perform in manner below grade level expectations.
- Frequently exhibit characteristics of **early emergent/emergent** stage of reading development.
- May demonstrate the proficiencies listed in the *Reading Grade Level Competencies of Proficiency for Kindergarten.*
- May construct meaning from books typical of (Levels 1-12).
- May demonstrate the proficiencies listed in the *Reading Grade Level Competencies of Proficiency for Kindergarten.*
- Use limited number of skills, strategies to construct meaning from print.
- Need modified instruction/materials consistent with level of development.
- Need more time and additional opportunities.

*Audio tape and supporting materials in portfolio.

SPELLING AND WRITING:

Level	I	II	III	IV
	BELOW		PROFICIENT	ABOVE

Students Performing at Achievement Level IV:

- Consistently perform in a manner clearly beyond grade level requirements and expectations.
- Exhibit characteristics of **early independent** stage of spelling and writing development.
- Frequently exhibit proficiency with competencies listed in *Spelling and Writing Grade Level Competencies for Second Grade.*
- Write a variety of literary, informational, and practical texts (fairy tales, poetry, recipes, news articles, interviews, etc.).

Students Performing at Achievement Level III:

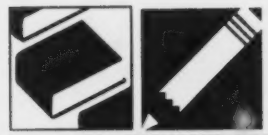
- Demonstrate consistent mastery of grade level skills, strategies, and content (products).
- Are well prepared for the next grade level.
- Exhibit characteristics of the **developing** stage of spelling and writing development.
- Demonstrate the proficiencies listed in the *Spelling and Writing Grade Level Competencies for First Grade.*

Student Performing at Achievement Level I and II:

- Demonstrate insufficient mastery of grade level skills, strategies, spelling and content (products).
- Perform in manner below grade level expectations.
- Frequently exhibit characteristics of **early emergent/emergent** stage of spelling and writing development.
- Demonstrate the proficiencies listed in the *Spelling and Writing Grade Level Competencies of Proficiency for Kindergarten.*
- Use limited number of skills and strategies to spell and write.
- Need modified instruction/materials consistent with level of development.

*Spelling and Writing samples and supporting materials in portfolio.

Teacher Comments:



Grades K – 2 Literacy Assessment

Grade 1
END-OF-YEAR SUMMARY

NC Department of Public Instruction • Raleigh, North Carolina

END-OF-YEAR PROGRESS REPORT

Parent/Teacher Report

STUDENT: _____ DATE: _____

SCHOOL: _____ SYSTEM: _____

Grade 2

READING:

Level	I	II	III	IV
	BELOW		PROFICIENT	ABOVE

Students Performing at Achievement Level IV:

- Consistently perform in a manner clearly beyond grade level requirements and expectations.
- Exhibit characteristics of the **independent** stage of reading development.
- Frequently exhibit proficiency with competencies listed in *Reading Grade Level Competencies for Third Grade.*
- Demonstrate an overall understanding of text for one or more levels of text for independent readers (Levels 25-32).
- Read literary, informational, and practical texts appropriate for grade three.

Students Performing at Achievement Level III:

- Consistently demonstrate mastery of grade level skills, strategies and content.
- Are well prepared for the next grade level.
- Exhibit characteristics of the **early independent** stage of reading development.
- Demonstrate the proficiencies listed in the *Reading Grade Level Competencies for Second Grade.*
- Demonstrate an overall understanding of texts appropriate for end of second grade (Levels 21-24).
- Construct meaning from a variety of picture books, chapter books, informational, and practical materials appropriate for second grade. (Levels 21–24).

Students Performing at Achievement Level II:

- Demonstrate inconsistent mastery of grade level skills, strategies, and content.
- Demonstrate difficulty constructing meaning from texts appropriate for end of second grade (Levels 21-24).
- Construct meaning from picture books, poems, short chapter books, and short informational and practical materials (Levels 9-20).
- Perform in manner below grade level expectations.
- Frequently exhibit characteristics of **developing** stage of reading development.
- Demonstrate the proficiencies listed in the *Reading Grade Level Competencies of Proficiency for First Grade.*

Students Performing at Achievement Level I:

- Demonstrate insufficient mastery of grade level skills, strategies, and content.
- Demonstrate difficulty constructing meaning from texts appropriate for end of second grade (Levels 21-24).
- May construct meaning from books typical of (Levels 1-8).
- Consistently perform in manner below grade level expectations.
- Frequently exhibit characteristics of **emergent** stage of reading development.
- Demonstrate the proficiencies listed in the *Reading Grade Level Competencies of Proficiency for Kindergarten.*
- Use limited number of strategies to construct meaning from print.
- Need modified instruction/materials consistent with level of development.
- May resort to the use of an inappropriate skill/strategy when experiencing difficulty constructing meaning.
- Need more time and additional opportunities.

**Audio tape and supporting materials in portfolio.*

SPELLING AND WRITING:

Level	I	II	III	IV
	BELOW		PROFICIENT	ABOVE

Students Performing at Achievement Level IV:

- Consistently perform in a manner clearly beyond grade level requirements and expectations.
- Exhibit characteristics of **independent** stage of spelling and writing development.
- Frequently exhibit proficiency with competencies listed in *Spelling and Writing Grade Level Competencies for Third Grade.*
- Write a variety of literary, informational, and practical texts (fairy tales, poetry, recipes, news articles, interviews, etc.).

Students Performing at Achievement Level III:

- Demonstrate consistent mastery of grade level skills, strategies, and content (products).
- Are well prepared for the next grade level.
- Exhibit characteristics of the **early independent** stage of spelling and writing development.
- Demonstrate the proficiencies listed in the *Spelling and Writing Grade Level Competencies for Second Grade.*
- Write in a focused and logical sequence including beginning, middle, and end.
- Uses prewriting strategies such as drawing, brainstorming, or storyboarding.
- Write for clear purpose/audience.
- Incorporate literary language patterns, new vocabulary and more complex grammar.
- Proofread/edit for capital letters and common puncutation (unassisted).
- Primarily uses conventional spelling

Student Performing at Achievement Level II:

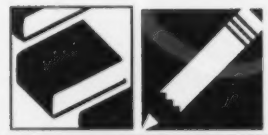
- Demonstrate inconsistent mastery of grade level skills, strategies, spelling and content (products).
- Perform in manner below grade level expectations.
- Frequently exhibit characteristics of **developing** stage of spelling and writing development.
- Demonstrate the proficiencies listed in the *Spelling and Writing Grade Level Competencies of Proficiency for First Grade.*
- Use conventional and temporary spelling that can generally be read by others.
- Spell many high utility words correctly.
- Write multiple sentences on the same topic.

Students Performing at Achievement Level I:

- Demonstrate insufficient mastery of grade level skills, strategies, and content (products).
- Consistently perform in manner below grade level expectations.
- Frequently exhibit characteristics of **emergent** stage of spelling and writing development.
- Demonstrate the proficiencies listed in the *Spelling and Writing Grade Level Competencies of Proficiency for Kindergarten.*
- Use limited number of skills and strategies to spell and write.
- Need modified instruction/materials consistent with level of development.
- May resort to the use of an inappropriate skill/strategy when experiencing difficulty conveying information and ideas.
- Need more time and additional opportunities.

**Writing samples and supporting materials in portfolio.*

Teacher Comments:



Grades K – 2 Literacy Assessment

Grade 2
END-OF-YEAR SUMMARY

NC Department of Public Instruction • Raleigh, North Carolina

END OF YEAR PROGRESS REPORT

Parent/Teacher Report

STUDENT: Timothy Rose DATE: 6-1-96

SCHOOL: Pleasant Garden SYSTEM: Staten County Grade 2

READING:

Level	I	II	III	IV
	BELOW		PROFICIENT	ABOVE
			✓	

Students Performing at Achievement Level IV:
- Consistently perform in a manner clearly beyond grade level requirements and expectations.
- Exhibit characteristics of the **independent** stage of reading development.
- Frequently exhibit proficiency with benchmarks listed in *Reading Grade Level Benchmarks for Third Grade*.
- Demonstrate an overall understanding of text for one or more levels of text for independent readers (Levels 25-32).
- Read literary, informational, and practical texts appropriate for grade three.

Students Performing at Achievement Level III:
- Consistently demonstrate mastery of grade level skills, strategies and content.
- Are well prepared for the next grade level.
- Exhibit characteristics of the **early independent** stage of reading development.
- Demonstrate the proficiencies listed in the *Reading Grade Level Benchmarks for Second Grade*.
- Demonstrate an overall understanding of texts appropriate for end of second grade (Levels 21-24).
- Construct meaning from a variety of picture books, chapter books, informational, and practical materials appropriate for second grade (Levels 21–24).

Students Performing at Achievement Level II:
- Demonstrate inconsistent mastery of grade level skills, strategies, and content.
- Demonstrate difficulty constructing meaning from texts appropriate for end of second grade (Levels 21-24).
- Construct meaning from picture books, poems, short chapter books, and short informational and practical materials (Levels 9-20).
- Perform in manner below grade level expectations.
- Frequently exhibit characteristics of **developing** stage of reading development.
- Demonstrate the proficiencies listed in the *Reading Grade Level Benchmarks of Proficiency for First Grade*.

Students Performing at Achievement Level I:
- Demonstrate insufficient mastery of grade level skills, strategies, and content.
- Demonstrate difficulty constructing meaning from texts appropriate for end of second grade (Levels 21-24).
- May construct meaning from books typical of (Levels 1-8).
- Consistently perform in manner below grade level expectations.
- Frequently exhibit characteristics of **emergent** stage of reading development.
- Demonstrate the proficiencies listed in the *Reading Grade Level Benchmarks of Proficiency for Kindergarten*.
- Use limited number of strategies to construct meaning from print.
- Need modified instruction/materials consistent with level of development.
- May resort to the use of an inappropriate skill/strategy when experiencing difficulty constructing meaning.
- Need more time and additional opportunities.

*Audio tape *upporting materials in portfolio.*

26

SPELLING AND WRITING:

Level	I	II	III	IV
	BELOW		PROFICIENT	ABOVE
			✓	

Students Performing at Achievement Level IV:
- Consistently perform in a manner clearly beyond grade level requirements and expectations.
- Exhibit characteristics of **independent** stage of spelling and writing development.
- Frequently exhibit proficiency with benchmarks listed in *Spelling and Writing Grade Level Benchmarks for Third Grade*.
- Write a variety of literary, informational, and practical texts (fairy tales, poetry, recipes, news articles, interviews, etc.).

Students Performing at Achievement Level III:
- Demonstrate consistent mastery of grade level skills, strategies, and content (products).
- Are well prepared for the next grade level.
- Exhibit characteristics of the **early independent** stage of spelling and writing development.
- Demonstrate the proficiencies listed in the *Spelling and Writing Grade Level Benchmarks for Second Grade*.
- Write in a focused and logical sequence including beginning, middle, and end.
- Uses prewriting strategies such as drawing, brainstorming, or storyboarding.
- Write for clear purpose/audience.
- Incorporate literary language patterns, new vocabulary and more complex grammar.
- Proofread/edit for capital letters and common punctuation (unassisted).
- Primarily uses conventional spelling.

Student Performing at Achievement Level II:
- Demonstrate inconsistent mastery of grade level skills, strategies, spelling and content (products).
- Perform in manner below grade level expectations.
- Frequently exhibit characteristics of **developing** stage of spelling and writing development.
- Demonstrate the proficiencies listed in the *Spelling and Writing Grade Level Benchmarks of Proficiency for First Grade*.
- Use conventional and temporary spelling that can generally be read by others.
- Spell many high utility words correctly.
- Write multiple sentences on the same topic.

Students Performing at Achievement Level I:
- Demonstrate insufficient mastery of grade level skills, strategies, and content (products).
- Consistently perform in manner below grade level expectations.
- Frequently exhibit characteristics of **emergent** stage of spelling and writing development.
- Demonstrate the proficiencies listed in the *Spelling and Writing Grade Level Benchmarks of Proficiency for Kindergarten*.
- Use limited number of skills and strategies to spell and write.
- Need modified instruction/materials consistent with level of development.
- May resort to the use of an inappropriate skill/strategy when experiencing difficulty conveying information and ideas.
- Need more time and additional opportunities.

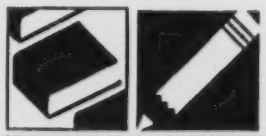
27

Writing samples and supporting materials in portfolio.

BEST COPY AVAILABLE

Teacher Comments:

Timothy has made tremendous progress this year moving from the developing stage in reading and writing to the early independent stage. He has gained control over reading and writing skills and strategies. His comprehension and word identification skills are on grade level. He should be ready for third grade and make progress with both fiction and nonfiction materials. Included are conference records and lists of books read.



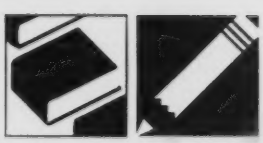
Grades K – 2 Literacy Assessment

Grade 2
END OF YEAR SUMMARY

NC Department of Public Instruction • Raleigh, North Carolina

RCPR-11

SCREENING FOR STAGES OF READING



SCREENING FOR STAGES OF READING

Assessment is best begun by finding a student's stage of reading development. When the instructional reading level of the student is determined, the teacher will know if further assessment is indicated and which assessment tools may be helpful in planning while saving time spent for assessment and instruction. For example, teachers at the beginning of the school year can select texts to assess students during the first weeks of the school year.

Teachers of students in grades 1-2 may also use the Stage of Reading that the previous teacher has indicated on the student's Reading Continuum Summative Profile.

Using Running Records or Oral Reading Strategies Analysis procedures, determine the student's instructional reading level and record the accuracy score/self-correction score or the passage comprehension score. If the student's instructional reading level is at grade level, give the student an opportunity to retell the text and record the score as documentation for language, comprehension, and response to text. Teachers will also use a writing sample for these students whose oral reading scores are on grade level at the beginning of the year.

If the student's instructional reading level is below grade level as indicated above, teachers will select the assessment tasks from the second section of this manual to determine the specific reading skills and strategies that students need to develop in order to learn to read fluently and with comprehension.

In other words, teachers should document their assessment of ALL students within the first six weeks of the school year or by midyear if determined by the LEA (for kindergarten). Record the stage of reading on the Reading Continuum Summative Profile. For kindergarten or first grade students who are prereaders begin the assessment process with Book and Print Awareness. See pages RCP1 for additional information.

If students are reading above the instructional reading level that is typical for that grade, no further assessment need be done. If students are reading below the instructional reading level that is typical for that grade, teachers will need to identify the specific skills that a student needs to develop. To identify these skills, teachers will use the tasks found in the second portion of the section entitled Targeted Assessment of Reading Competencies.

A minimum of two assessments should be recorded for each student during the school year. However, it is recommended that assessment be done within the first six weeks, midyear, and within the last month of the school year.

Grades K – 2 Literacy Assessment
NORTH CAROLINA ORAL READING TEXTS

Stage of Reading	Book Level	Usual Grade Level
Early Emergent	**Levels 1-4** •Consistent placement of text •Repetition of phrases, sentence patterns •Familiar oral language structures •Familiar objects and actions •Illustrations which provide high support •Opening or closing sentences which vary, pattern remains simple	**Kindergarten**
Emergent	**Levels 5-8** •Repetition of 2-3 sentence patterns •Predominately familiar oral language patterns •Many familiar objects and actions •Illustrations which provide moderate support •Opening or closing sentences which vary •Knowledge of sounds and letters used in various ways to decode words	**Kindergarten or First Grade (early)**
Developing	**Levels 9-12** •Repetition of 3 or more sentence patterns or varied sentence patterns with repeated phrases •Blend of oral and written language structures •Fantasy in framework of familiar experiences •Illustrations which provide moderate support for predicting and confirming vocabulary •Different genres used •Knowledge of vowel sounds and letters used	**First Grade**
Developing	**Levels 13-15** •Varied sentence patterns •Written language structures •Oral language used in dialogue •Conventional story and literary language •Vocabulary which may include specialized, more sophisticated terms •Illustrations used to fill in unwritten details and provide low to moderate support •Decoding skills used to read unknown, new vocabulary	**First Grade**

Grades K – 2 Literacy Assessment
NORTH CAROLINA ORAL READING TEXTS

Stage of Reading	Book Level	Usual Grade Level
Early Independent	**Levels 16-20** •Elaborated episodes and events •Extended descriptions •Links to familiar stories and experiences •Literary language •Unusual, challenging vocabulary •Illustrations which provide little support •Fluent decoding skills used	**Second Grade**
Early Independent	**Levels 21-24** •Variety of times and points of view •Elaborated episodes and events •Literary and challenging vocabulary •Variety of genres •Extended descriptions •Illustrations which fill in unwritten details which may or may not support language used •Links to unfamiliar events and situations	**Second Grade**
Independent	**Levels 25-32** •Multiple elaborated episodes and events •Extended descriptions and characterizations •Extensive use of literary language •Unusual, challenging vocabulary •Variety of genres •Variety of times and points of view •Links to unfamiliar events and situations •Illustrations which provide symbolic representation •Episodes and events frequently organized into chapters •Overarching theme(s) may be present •Subplots may be evident	**Third Grade**

Characteristics of NC Summative Profile Booklist Narrative Texts

Levels 1-4
- consistent placement of print
- repetition of 1-2 sentence patterns (1-2 word changes)
- oral language structures
- familiar objects and actions
- illustrations provide high support

Levels 5-8
- repetition of 2-3 sentence patterns (phrases may vary)
- opening, closing sentences vary or varied, simple sentence patterns
- predominately oral language patterns
- many familiar objects and actions
- illustrations provide moderate-high support

Levels 9-12
- repetition of 3 or more varied sentence patterns or, varied sentence patterns (repeated phrases or refrains)
- blend of oral and written language structures or fantastic happenings in framework of familiar experiences.
- illustrations provide moderate support
- different genres

Levels 9-12
- varied sentence patterns (may have repeated phrases or refrains or, repeated patterns in cumulative form
- written language structures
- oral structures appear in dialogue
- conventional story, literary language
- specialized vocabulary for some topics
- illustrations which provide low-moderate support

Adapted from Peterson, Barbara.
Characteistics of Texts That Support Beginning Readers.
Ohio State University. 1988.

Levels 16-20
•elaborated episodes and events
•extended descriptions
•links to familiar stories
•literary language
•unusual, challenging vocabulary
•illustrations which provide low support

Levels 21-24
•elaborate episodes and events
•extended descriptions
•literary language
•unusual, challenging vocabulary
•illustrations, if included, which provide low support
•variety of genres
•variety of times and points of view
•links to unfamiliar events and situations

Levels 25-32
•multiple elaborated episodes and events
•extended descriptions
•extensive use of literary language
•unusual, challenging vocabulary
•variety of genres
•variety of times and points of view
•links to unfamiliar events and situations
•illustrations which may play symbolic role
•episodes and events frequently organized into chapters
•overarching theme(s) which may be present
•subplots sometimes evident

Adapted from Peterson, Barbara. *Characteristics of Texts That Support Beginning Readers.* Ohio State University. 1988.

NC SUMMATIVE PROFILE BOOK LEVELS

The use of benchmark texts for on-going and summative assessment allows teachers to determine the strategies and skills that a student controls to read independently.

The **Summative Book Levels** are intended to be used for summative assessment at the **beginning of the school year (during the first six or nine weeks) for:**

- •students who are reading when they enter kindergarten
- •all first-grade and second-grade students

And at the **end of the school year (during the last month of school) for:**

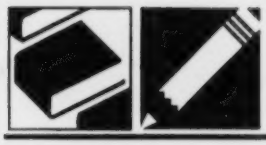
- •all students in grades K-2.

Therefore, these texts are recommended for use as assessment tools only.

On-going assessment should be used to monitor and document students' progress using other texts that are at the appropriate instructional level (Accuracy Level, 90-94% with Self-correction rates of 1:1, 1:2, 1:3, or 1:4) of the individual students. On-going **assessment of oral reading** needs to be done at least **three times during the school year for students in grades K-2**. For students making slower progress, on-going assessment of oral reading every three weeks provides teachers targeted, timely information to use for planning instruction that facilitates learning.

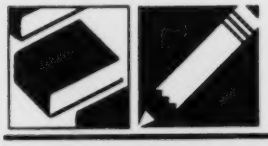
When teachers observe, record, and analyze an individual student's record of oral reading, they develop instructional plans which are targeted to teach the student specific reading skills and strategies that foster progress. When foundational skills are firmly established and documented with on-going assessment and daily independent reading of texts at the independent and instructional levels is provided, young children can make faster progress toward independent reading of longer, more elaborated texts.

Please note the book levels overlap in order to monitor the student's progress on a continuum of development. The narrative texts on the booklist represent quality texts selected for their narrative structure and opportunities to acquire the strategies and skills students need to become independent readers in third grade.



Grades K – 2 Literacy Assessment
NORTH CAROLINA ORAL READING TEXTS

TITLE	AUTHOR	PUBLISHER	YEAR
Levels 1-2			
I Can Read	Malcolm, Margaret Richard C. Owen	Ready to Read	1994
I See Colors	Williams, Rozanne Launzak	Modern Curriculum Press	1994
The Circus Train	Sloan, Peter & Sheryl	Sundance	1995
The Ghost	Cowley, Joy	Wright Group	1990
We Went to the Zoo	Sloan, Petter & Sheryl	Sundance	1995
Levels 3-4			
All Fall Down	Wildsmith, Brian	Oxford University	1995
I Went Walking	Williams, Sue	Harcourt, Brace & Co.	1989
Painting	Cowley, Joy	Wright Group	1990
The Bus Ride		Scott Foresman	1976
Who Made That?	Nicholas, Melissa	Modern Curriculum Press	1996
Levels 5-6			
Fantail, Fantail	Mahy, Margaret Richard C. Owen	Ready to Read	1995
Little Bear	Namm, Diane	Children's Press	1990
The Chick and the Duckling	Ginsburg, Mirra	Aladdin Books - Macmillian Publishers	1972
The Scarecrow	Sloan, Peter & Sheryl	Sundance	1995
Too HIgh!	Nayer, Judy	Modern Curriculum Press	1991
Levels 7-8			
Catch That Frog		Scott Foresman	1976
Kangaroo in the Kitchen	Dobeck, Maryann	Modern Curriculum Press	1996
My Doll	Yukish, Joseph	Kaeden Books	1992
Nick's Glasses	Cachemaille, Christine	Ready to Read Richard C. Owen	1994
The Blanket	Buringham, John	Candlewick Press	1975
Three Little Pigs and One Big Pig	Kirk, Deana	Modern Curriculum Press	1996
Traffic Jam	Harper, Leslie	Kaeden Books	1993
Levels 9-10			
Have You Seen the Crocodile?	West, Colin	Harper Trophy	1984
Messy Mark	Peters, Sharon	Troll Associates	1980
T Shirts	Corney, Estelle	Ready to Read Richard C. Owen	1986
The Lion's Tail		Reading Unlimited, Scott Foresman	1976
The Zoo in Willy's Bed	Gorman, Kate Sturman	Seedling Publications	1994



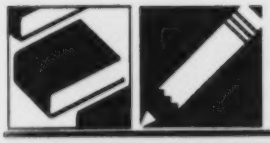
Grades K – 2 Literacy Assessment

NORTH CAROLINA ORAL READING TEXTS

TITLE	AUTHOR	PUBLISHER	YEAR
Levels 11-12			
Goodnight, Peter	Wyvill, Mavis	Windmill, Look and Listen, Wright Group	1988
Jason's Bus Ride	Ziefert, Harriet	Puffin Books/Penguin Publishers	1987
Just Like Me	Neasi, Barbara	Children's Press	1984
One Sock, Two Sock	Owens, Judy	Reading Corners 3, Dominie	1992
Peter and the Penny Tree	James, Thomas	Troll	1970
Ten Little Bears	Ruwe, Mike	Scott Foresman	1976
The Carrot Seed	Kraus, Ruth	Harper	1945
The Ugly Little Duck	McKissack, Patricia and Frederick	Children's Press	1986
Tree House Fun	Greydanus, Rose	Troll	1980
Levels 13-14			
Cookie's Week	Ward, Cindy and dePaola, Tomie	Scholastic, Inc.	1989
Rosie at the Zoo	Cowley, Joy	Ready to Read, Richard C. Owen	1994
Staying with Grandma Norma	Salem, Lynn & Stewart, Josie	Seedling Publishers	1993
Strike Four	Ziefert, Harriet	Puffin Books/Penguin Publishers	1988
The Two Little Mice	Juddery, Anne	Rigby	1993
Levels 15-16			
A Walk with Grandpa	Cowley, Joy	Rigby.	1988
Hattie and the Fox	Fox, Mem	Branbury Press	1987
Little Chick's Friend Duckling	Kwitz, Mary	Harper Trophy	1992
Messey Bessey's Closet	McKissack, Patricia and Frederick	Rookie Reader, Children's Press	1989
Until We Got Princess	Thomas, Rob	Mondo	1995
When the TV Broke	Ziefert, Harriet	Puffin Books/Penguin Publishers	1989

Grades K – 2 Literacy Assessment
NORTH CAROLINA ORAL READING TEXTS

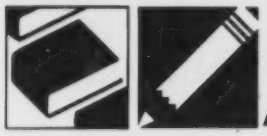
TITLE	AUTHOR	PUBLISHER	YEAR
Levels 17-18			
Mother's Helpers	Minkoff, Marilyn	Modern Curriculum Press	1996
My Brown Bear Barney	Butler, Dorothy	Greenwillow Books, William Morrow and Col	1988
Quick Chick	Hoban, Julia	Puffin Books/Penguin Publishers	1989
The Great Outdoors	Hartley, Linda	Houghton Mifflin Co.	1996
Wendy's Puppy	Riley, Kathryn	Houghton Mifflin Co.	1996
Levels 19-20			
A Friend for King Amadou	McKissack, Robert	Houghton Mifflin Co.	1996
David's Crows	Tobias, Allen	Houghton Mifflin Co.	1996
Harry and Friends in the Old West	Kline, Suzy	Houghton Mifflin Co.	1996
How I Found a Friend	Hale, Irina	Scholastic, Inc. (Viking/Penguin)	1992
Little Penguin's Tale	Wood, Audrey	Scholastic, Inc. (Harcourt, Brace, Javonivitch)	1989
Levels 21-22			
A Birthday for Frances	Hoban, Rusell	Scholastic, Inc. (Harper Collins)	1968
Jamaica's Find	Havill, Juanita	Scholastic, Inc.	1986
Jenny's Faraway Family	Friedman, Delores Lowe	Houghtin Mifflin Co.	1996
The Bremen-Town Musicians	Retold By: Gross, Ruth Belov	Scholastic, Inc.	1974
The Storm	Rockwell, Anne	Hyperion Books for Children	1994
Wait a Second	Herman, Emily	Houghton Mifflin Co.	1996
Levels 23-24			
A Chair for My Mother	Williams, Vera B.	Scholastic, Inc. (Greenwillow Books)	1982
Crosby Crocodile's Disguise	Vaughan, Marcia	Rigby	1990
Marcella	McShane, Owen	Rigby	1992
Now Listen Stanley	Hesell, Jenny	Rigby	1990
Red Dancing Shoes	Patrick, Denise Lewis	Tambourine Books	1993
Sadie and the Snowman	Morgan, Allen	Scholastic, Inc.	1985



Grades K – 2 Literacy Assessment

NORTH CAROLINA ORAL READING TEXTS

TITLE	AUTHOR	PUBLISHER	YEAR
Levels 25-26			
Grandpa's Slippers	Watson, Joy	Scholastic, Inc.	1989
Katy and the Big Snow	Burton, Virginia Lee	Scholastic, Inc. (Houghton Mifflin)	1943
Rabbit Stew	Hurford, John	Rigby	1992
The Mad Puppet	Mahy, Margaret	Wright Group	1987
The Very Thin Cat of Alloway Road	McKay, Amanda	Rigby	1992
Trees Belong to Everyone	Noonan, Diana	Rigby	1992
Valerie and the Jellybean Trail	Page, David	Willowisp	1995
Levels 27-28			
Brith the Terrible	Cowley, Joy	Rigby	1986
Sam's Glasses	Basser, Megan	Rigby	1992
The Dragon's Birthday	Mahy, Margaret	Rigby	1992
The Funny Little Woman	Mosel, Arlene	Puffin, Unicorn	1972
The Golden Slipper: A Vietnamese Legend	Retold By: Lum, Darrell	Troll Associates	1994
The Terrible Thing That Happened at Our House	Blaine, Marge	Scholastic	1975
Levels 29-30			
Gail and Me	King, Virginia	Rigby	1992
Just Us Women!	Caines, Jeannette	Scholastic, Inc.	1982
Rough Faced Girl	Martin, Rafe	Scholastic, Inc.	1992
The Golden Goose	Retold By: Parkes, Brenda	Rigby	1992
Thundercake	Palacco, Gwen	Rigby	1992
Treasure Hunting	Pascoe, Gwen	Rigby	1992
Levels 31-32			
Georgia Music	Griffith, Helen	Mulberry Books	1986
Princess Furball	Retold By: Huck, Charlotte	Scholastic	1989
The Egyptian Cinderella	Climo, Shirley	Harper Trophy	1989
The Legend of the Bluebonnet: An Old Tale of Texas	Retold By: dePaola, Tomie	Scholastic (Putnam-Grossett Groups)	1983
Uncle Jed's Barbershop	Mitchell, Margaree King	Scholastic (Simon & Schuster)	1993
Yeh-Shen: A Cinderella Story from China	Retold By: Ai-Ling Louie	Philomel Books	1982



Grades K – 2 Literacy Assessment

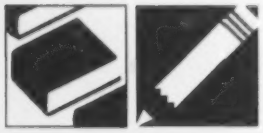
ANALYZING THE ORAL READING RECORD

ANALYSIS OF READING STRATEGIES

	Often	Sometimes	Not Yet
Does the student read for meaning?			
If substitutions are made, do the substitutions fit the meaning of the passage?			
Does the expression the student uses indicate an awareness of the meaning of the passage?			
When the student recognizes that s/he has lost the "thread of the message," does s/he re-read and re-focus her/his attention on the author's message?			
Does the student monitor her/his reading?			
When the student realizes what s/he is reading doesn't make sense, does the student stop?			
When the student realizes that the word s/he has read does not have the correct letters for the word said, does the student stop?			
Does the student give any indication that all the sources of information do not match and that an error has been made?			
Does the student attempt to self-correct her/his reading?			
When the student realizes that the meaning of the passage has been "lost," does the student re-read, stop, or give any indication that s/he needs to use fix-up strategies?			
Does the student re-read from the beginning of a sentence to attempt to self-correct an error?			
What information does the student use to attempt to self-correct errors? •Looking closer at the letters (visual cues) •Substituting a word that fits the meaning •Substituting another word that is the same grammatical element			

ANALYSIS OF READING STRATEGIES

	Often	Sometimes	Not Yet
When the student encounters a difficult word, what problem-solving strategies does s/he attempt?			
Using letter-sound associations (visual cues): •First letter •First and last letters •Any known part of the unknown word •A word pattern similar to the unknown word			
Using re-reading to generate another possible word that would fit in the passage			
Generating another word that would fit in the passage and checking the letters of the difficult word to see if letter-sound clues will match the alternative generated			
Using knowledge of the subject matter of the passage to generate possible words that would fit the passage			
Using the length of the word to attempt another word that would match all the sources of information			
Using syllables to attempt pronouncing the difficult word			
Using sounding out of individual letters			
Does the student read fluently?			
Does the student read smoothly, not word-by-word reading?			
Does the student "read" punctuation?			
Does the student use phrasing? (up the hill)			
Does the student read with expression?			
Does the student enjoy reading?			
Does the student smile, chuckle, or indicate understanding?			
Does the student comment about the characters?			
Does the student comment about the ending?			
Does the student appear to enjoy the story?			



RUNNING RECORD

Grades K – 2 Literacy Assessment

RUNNING RECORD OF CHILD'S ORAL READING

Purpose

- To collect information to make critical instructional decisions about the child
- To assess the child's ability to read a book (decode print and construct meaning) at specific levels of difficulty
- To record the child's oral reading for analysis of skills/strategies and documentation of growth over time and against grade level competencies
- To determine reading skills/strategies the child uses to decode print and construct meaning from text
- To provide documentation of reading level marked on *Grades K-2 Literacy Assessment: Reading Continuum Summative Profile* for accountability purposes

Note: Running Records can be used for on-going assessment; e.g., every 3 weeks for students making slow progress. Seen texts that have been introduced and read previously can be used for on-going, periodic assessment.

Setting

- A quiet location
- The teacher and student sitting at a table beside each other

Materials

- Trade book/basal selection for student to read so that reading is done in context
- Running record form on which teacher records child's oral reading noting correct responses and errors
- Tape recorder and tape to document child's record for portfolio

Preparation

- To select text, the teacher should match child to approximate reading level using his/her best professional judgment based on observations, anecdotal records, and records from previous teachers or previous reading experiences.
- The teacher should prepare tape and tape recorder. (Using a tape recorder with an external microphone works best. Placing tape recorder and microphone on a padded surface absorbs background noise.)

Introducing the Task: Summative Assessment Using Unseen Texts

- Ask the child if s/he has heard or read this story. **The child should not have been exposed to the story being used for assessment.**
- Read scripted introductory statement (for leveled trade books) and allow child to look through book. (Introductory statement provides frame for child to draw on prior knowledge and experiences and to recognize characters, events, and unfamiliar concepts.)

- Ask child to read the book orally without assistance just as if reading by himself/herself.
- Tell child to do whatever s/he normally does if reading alone and comes to a part that gives difficulty.
- Tell child that after s/he finishes reading the book that s/he will be asked to retell the story/book as if telling the story to a friend who has not read the book.
- Remind child s/he will be tape recorded.

Oral Reading of Text By Child

- Child reads entire text without assistance from the teacher.
- Entire text will be read for comprehension/retelling purposes.
- If child stops, wait 15 seconds and then encourage the child to continue reading. (e.g., "Try something. Keep reading.")
- If the child is unable to continue, tell the child the word.
- NOTE: Although running records are normally taken only on 100-150 words, it is recommended that errors be marked for the entire text that will be used for accountability purposes unless the texts are unusually long.
- The taped performance will be included in the child's portfolio. The child and his/her parents may listen to this performance at later dates.

Recording System

- See page *RR-6* entitled ***Conventions for Taking a Running Record***.
- For individuals already trained in the use of running records, the coding system used in other programs is acceptable.

Analysis of Errors to Document Growth of Reading Skills and Strategies

- Code each response by the child as s/he reads.
- Note and count each error and self-correction by totaling the correct number in the total errors and self-correction columns. (See page *RR-7* entitled ***Tallying Errors and Self-Corrections)***
- Analyze each error and self-correction to note the cues used by asking the following questions:
  - Did the error make sense? (M)
  - Did the error sound like language? (S)
  - Did it look and sound right? (V)
- Circle the correct code as you analyze each cue: M = Meaning, S = Language, and V = Visual or Graphophonic. (See page *RR 8-12* entitled ***Analyzing MSV Cues***.)
- Note the total number of words read, the total number of errors, and the total number of self-corrections. (See the sample form on page RR-6.)
- Note patterns in the use of cues in the errors and the self-corrections.

Summary of Running Record Results

- Complete the summary portion included with the record sheet. Include the total number of words read, the total number of errors, and the total number of self-corrections as indicated in the previous section. (See page *RR-13*.)
- Compute the **ERROR RATE.** (The error rate compares the number of errors with the total number of running words in the text.)

$$\text{ERROR RATE} = \frac{\text{RUNNING WORDS}}{\text{ERRORS}} \quad \frac{\text{Ex. } 200}{20} = \frac{10}{1} \quad \text{ERROR RATE} = 1{:}10$$

- Use the error rate to compute the accuracy rate by using the conversion table. (An error rate of 1:10 equals 90% accuracy.) The **accuracy rate** is the percentage of words in any text read accurately.

$$\left(\frac{\text{ERRORS}}{\text{RUNNING WORDS}} \times 100 = \%\ \text{ACCURACY}\right)$$

- Record the accuracy rate and the level of the book read on the summary sheet.
- Note whether the book was read at the independent, instructional, or difficult level for the child. (Independent = 95–100%; Instructional = 90–94%; Difficult < 90%)
- Calculate and record the **SELF-CORRECTION RATE** on the summary sheet.

$$\text{SELF-CORRECTION RATE} = \frac{\text{ERRORS + SELF CORRECTIONS}}{\text{SELF-CORRECTIONS}} = \frac{\text{E + SC}}{\text{SC}}$$

- Record any comments about the session and the child's use of skills/strategies in the Teacher Comments section of the summary box.
- Complete the appropriate box on the *Grades K-2 Literacy Assessment: Reading Continuum Summative Profile.*
- Indicate the following information: Book Title, Book Level, Accuracy Rate, Self-Correction Rate and Retelling Score. **(Please note that this information is to support the level of reading development indicated on the *Grades K-2 Literacy Assessment: Reading Continuum Summative Profile.*)**

Gr. 2	Teacher Rhyne
Measure/Level	Jamaica Find
Date 5/22/98	Score 90%
Gr. 2	Teacher Rhyne
Measure/Level	24 Pajamas Are...
Date 6/99	Score 95%
Gr. 2	Teacher Rhyne
Measure/Level	24/ Retelling
Date 6/99	Score 4
Gr.	Teacher
Measure/Level	
Date	Score

Grades K – 2 Literacy Assessment

RUNNING RECORD OF TEXT READING

NC Department of Public Instruction • Raleigh, North Carolina

Name: _____ Date: _____

Recorder: _____

Book Title: _____ Book Level: _____

RW / E Error Rate 1: _____ Accuracy Rate: _____% Self-Correction Rate 1: _____

		Totals			
Page		Errors		Cues Used	
		E	SC	E (MSV)	SC (MSV)

Skills/Strategies Used:

Adapted from Marie Clay's work.

Comments:

Page		Totals			
		Errors		Cues Used	
		E	SC	E (MSV)	SC (MSV)

Skills/Strategies Used:

Comments:

Adapted from Marie Clay's work.

RUNNING RECORD OF TEXT READING

NC Department of Public Instruction • Raleigh, North Carolina

Name: B. G. Date: 11-3-97
Recorder: A. Rhyne
Book Title: Moon Bear Book Level: EOY: 3rd

RW 358 Error Rate 1: 11 Accuracy Rate: 91 % Self-Correction Rate 1: 12
E 32

Page		Errors E 32	Errors SC 3	Cues Used E (MSV)	Cues Used SC (MSV)
	✓✓✓✓✓✓✓✓✓✓✓✓ far/first ✓✓ ✓✓✓✓ ✓✓✓✓✓✓	1	1	M S V	M S V
	✓✓✓✓✓✓ in/onto ✓✓/sc ✓✓✓✓✓		1	M S V	M S V
	W admire/T A ✓✓✓✓✓✓✓ admight/almost ✓✓✓ ✓✓✓ ✓✓✓✓✓✓✓✓✓✓✓	2		— M S V	
	deeper/disappear ✓✓✓✓	1		M S V	
	✓✓✓✓✓ closer/close sc ✓✓ W perhaps/— A secret/T ✓	1	1	M S V	M S V
	ships line ✓✓✓ ✓✓✓ into/onto ✓✓✓✓✓✓✓ ✓✓✓ R "wait" ✓✓✓✓✓✓✓✓✓	1		M S V M S V	
	✓✓✓ crushed/cured ✓✓✓✓✓ from/— ✓✓✓✓✓✓ ✓✓✓ ✓✓✓✓✓✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓✓ ✓✓✓✓✓ ✓	2		M S V M S V	

BEST COPY AVAILABLE

Skills/Strategies Used: uses (V) cues to prob. solve; ignores (M)

Comments: re-rds but w/o productive prob. solving.
appeals rather than pred. all cues
uses 1st ltr. to predict text w/o considering (M+S)

Grades K – 2 Literacy Assessment

CONVENTIONS FOR TAKING A RUNNING RECORD

1. Correct responses — ✓

2. Substitutions

Child: home
Text: house

3. Self-corrections made after an error

Child: home | SC
Text: house

4. Insertions

Child: here
Text: –

5. Omissions

Child: –
Text: house

6. Child attempts to sound out a word (record with lower case letters)

Child: n - o - t
Text: not

7. Child spells the word (record with upper case letters)

Child: N - O - T
Text: not

8. Child repeats or rereads

Child: ✓ come | R
Text: She came

9. Record all attempts at a word.

Child: here | h- | home
Text: house

10. Child stops at difficulty and waits

Child: //// or (W)
Text: here here

11. Child stops and cannot proceed. The teacher tells the word.

Child: home | //// |
Text: house T

12. Child appeals for help. Suggest the child try it before telling.

Child: /// | A | here
Text: house –

13. Child gets confused and can't seem to continue, the teacher may ask him to "Try that again." Put brackets around first attempts and record second attempt.

[✓ Susan we went white with ✓ me] TTA

✓ Susan said | SC went ✓ with ✓ me

TALLYING ERRORS AND SELF-CORRECTIONS

▼ Tally errors and self-corrections line by line:
Count as Errors:

Substitutions
Insertions
Omissions
Attempts to sound out or spell a word unless the word is read as a word.
Words told by the teacher.

One error for all text bracketed if "try that again" is necessary.

Count as Self-corrections:

Substitutions that are self-corrected.
Multiple attempts that result in accurate reading.
Appeals for help followed by prompt to try which results in accurate reading.

Do not count both errors and self-correction when recording numbers in "E" or "SC" columns.

▼ Analyze all Errors:
What information was the student using?

▼ Analyze all Self-Corrections:
What additional information was used to correct the error?

▼ Total Errors and Self-Corrections columns.

▼ Compute accuracy rate using conversion table.
Compute self-correction rate using table.

▼ Determine Reading Levels:
Independent Reading Level: 95 - 100%
Instructional Reading Level: 90 - 94%
Frustration Reading Level: <90%

Analyzing MSV Cues

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ ✔ here's ✔ ✔ ✔
horses

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ fly ✔ ✔ ✔ ✔
see

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ ✔ ponies ✔ ✔ ✔
horses

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ ✔ houses ✔ ✔ ✔
horses

Text A: I like to see chickens at the farm.
I like to see cows at the farm.
I like to see pigs at the farm.

Text B: I went to see grandfather at the farm.
He lives in a big house.
There is a red barn behind the house.

Self-Corrections

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ ✔ ✔ ✔ ✔ fair | SC
farm |

Errors		Cues Used	
E =	SC =	E (MSV)	SC (MSV)
1		M S (V)	
1		M (S) V	
1		(M) (S) V	
1		M (S) (V)	
1		(M) (S) (V)	

MSV: Cueing Systems

Early Emergent and Emergent readers need to control certain basic concepts/abilities in order to learn to read. These include:

- the concept that print contains the message
- the ability to attend visually to the print and the distinctive features of printed text
- basic concepts about the conventions of written English (i.e., directionality, letters, words)

In order to read, the reader uses information from the printed text to get to the intended message of the author. Reading is an interactive process in which the reader activates personal knowledge of the world and knowledge of the language to facilitate reading the text and understanding the intended message in the print. Marie Clay developed the running record to enable educators to record the reading behavior of individual students and analyze the substitutions and self-corrections made while reading. The analysis helps the teacher identify the cues used and neglected by the reader. Cues are defined as sources of information in the text.

Visual Cues

The visual cues in the text are simply the visual appearance of the letters and the words. The teacher should ask the following question regarding visual cues:

Does the substitution (error) look like the word in the text?

Some letters/words have high visual similarity, with minimal differences in appearance. Examples are h/n/r, b/d/p, saw/was, but/put.

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ ✔ here's ✔ ✔ ✔
horses

Errors		Cues Used	
E =	SC =	E (MSV)	SC (MSV)
1		M S (V)	

Analysis: The substitution looks similar. It does not sound right. It is not an acceptable English sentence. It does not make sense. There is no meaningful message. Therefore, **V** (for visual cue) is circled in the "Cues Used" column of the Running Record Form.

Structure Cues

The structure of the text (up to and including the substitution) should make an acceptable English language construction. The teacher should ask the following questions regarding structure cues:

Does the substitution (error) sound right?

Does it create an acceptable English language construction?

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ fly ✔ ✔ ✔ ✔
see

Errors		Cues Used	
E =	SC =	E (MSV)	SC (MSV)
1		M (S) V	

Analysis: The child read the text as, "I like to fly…". This is an acceptable English language construction up to and including the error. It does not look right. It is not visually similar. It does not make sense in the context of this text. It does not fit the meaning of the total text. Therefore, S (for structure cue) is circled in the "Cues Used" column of the Running Record Form.

Note: Analysis for use of structure cues should only take into account the text up to and including the error.

Meaning Cues

Meaning cues involve the use of the meaning or general context of the total story/sentence. The teacher should ask the following question regarding visual cues:

Does the substitution (error) make sense in the context of the story?

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ ✔ ponies ✔ ✔ ✔
horses

Errors		Cues Used	
E =	SC =	E (MSV)	SC (MSV)
1		(M) S V	

Analysis: The substitution makes sense in the story because there were pictures of horses and colts on the page. The intended message is almost the same. The substitution does not look visually similar. It does sound right, since it is an acceptable English sentence. Therefore, M (for meaning cue) and S (for structure cue) are circled in the "Cues Used" column of the Running Record Form.

Note: There is often an overlap of meaning and structural cues.

Do not assume meaning cues were used if the substitution results in an acceptable, meaningful English sentence. Be fairly certain that the meaning of the story was being used. Pictures, previous text, and/or general meaning of the story are sources of meaning cues.

Text: I like to see horses at the farm.
RR: ✔ ✔ ✔ ✔ houses ✔ ✔ ✔
horses

Analysis: The substitution is visually similar and creates an acceptable English sentence structure. However, it is questionable if meaning cues were being used. Check the previous text to help determine if the error fits the meaning of the story. Meaning cues were most likely not used when "houses" was substituted for "horses" in the following text:

Text A: I like to see chickens at the farm.
I like to see cows at the farm.
I like to see pigs at the farm.
I like to see horses at the farm.

Errors		Cues Used	
E =	SC =	E (MSV)	SC (MSV)
1		M S V	

In this context, this substitution does not fit the meaning of the story. Therefore, S (for structure cue) and V (for visual cue) are circled in the "Cues Used" column of the Running Record Form.

Meaning cues were most likely used when "houses" was substituted for "horses" in the following text:

Text B: I went to see grandfather at the farm.
He lives in a big house.
There is a red barn behind the house.
I like to see horses at the farm.

Errors		Cues Used	
E =	SC =	E (MSV)	SC (MSV)
1		M S V	

Now the meaning cues are strong to support the substitution of "houses" for "horses." In this context, this substitution does fit the meaning of the story. A fluent reader might easily make this type of error. Therefore, **M** (for meaning cue), **S** (for structure cue) and **V** (for visual cue) should be circled in the "Cues Used" column of the Running Record Form.

Self-corrections

In analyzing a running record it is important not only to determine what cues were being used when a substitution (error) is made, but also what cues were probably used when a self-correction was made. Both columns are used to analyze self-corrections. The teacher should first ask this question regarding the original error.

What cue(s) probably contributed to the original error?

Does the substitution (error) look like the word in the text?

Does the substitution (error) make sense in the context of the story?

Does the substitution (error) sound right?

Does it create an acceptable English language construction?

The teacher should ask the following question regarding cues used for self-corrections:

What probably caused the reader to self-correct this error?

Text: I like to see horses at the farm.

RR: ✔ ✔ ✔ ✔ ✔ ✔ ✔ fair | SC
farm|

Errors		Cues Used	
E =	SC =	E (MSV)	SC (MSV)
	1	M S (V)	M S (V)

Analysis: Without awareness of any other text or awareness of the meaning of the story, the use of meaning cues is difficult to determine. Most likely the child attended to the final consonant. Therefore, **V** (for visual cue) is circled in the "Cues Used" column of the Running Record Form under SC.

Cues as a Strategy

Independent readers monitor their own reading and have a strategy for using the cueing systems. Meaning, structure, and visual cues are used in an integrated way and when confusions arise, information is cross-checked using all three sources of information and the background experience that the reader brings to the reading process. This strategy of integrating and cross-checking the cues results in accurate reading and/or self-correction.

CALCULATION AND CONVERSION TABLE

USE OF TABLE
Divide running words by errors

Round that number to the nearest whole number (e.g., 9.5 round to 10, 9.2 round to 9).

Locate the ration on the chart

Always go down to the next lower number if the exact ratio is not on the chart (e.g., if your ration is 1:16, you would go to 1:14 on the chart).

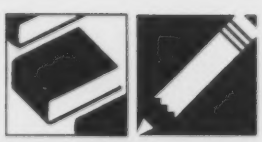
Locate the corresponding percent of accuracy

Conversion Table

Error Rate	Percent Accuracy	
1:200	99.5	
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	Good opportunities for teachers to observe children's 'reading work'.
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	
1:8	88	
1:7	85.5	The reader tends to lose the support of the meaning of the text.
1:6	83	
1:5	80	
1:4	75	
1:3	66	
1:2	50	

Calculations
(RW: Running words; E: Errors; SC: Self-correction)

Error Rate	*Accuracy*	*Self-Correction Rate*
$\frac{\text{Running Words}}{\text{Errors}}$	$100 - \frac{E}{RW} \times \frac{100}{1}$	$\frac{E + SC}{SC}$
(e.g.) $\frac{150}{15}$ = Error Rate 1:10	$100 - \frac{15}{150} \times \frac{100}{1} = 90\%$	$\frac{15 + 5}{5}$ = Ratio 1:4
	(or use conversion table)	



ORAL READING STRATEGIES ANALYSIS

Grades K – 2 Literacy Assessment
ORAL READING STRATEGIES ANALYSIS

Purpose

- To collect information to make critical instructional decisions about the child
- To assess the child's ability to read a book (decode print and construct meaning) at specific levels of difficulty
- To record the child's oral reading for analysis of skills/strategies and documentation of growth over time and against grade level benchmarks
- To determine reading skills/strategies the child uses to decode print and construct meaning from text
- To provide documentation of reading level marked on *Grades K-2 Literacy Assessment: Reading Continuum Summative Profile* for accountability purposes

Note: **Oral Reading Strategies Analysis** may be used for on-going and summative assessment of progress and achievement.

Setting

- A quiet location
- The teacher and child sitting at a table beside each other

Materials

- Trade book/basal selection for student to read so that reading is done in context
- Typed script (triple-spaced typed copy of text with numbered sentences) on which teacher records child's oral reading
- Tape recorder and tape (to document child's record for portfolio)

Preparation

- To select text, the teacher should match child to approximate reading level using his/her best professional judgment based on observations, anecdotal records, and records from previous teachers or months.
- The teacher should prepare tape and tape recorder. (Using a tape recorder with an external microphone works best. Placing tape recorder and microphone on a padded surface absorbs background noise.)

Introducing The Task

- Ask the child if s/he has heard or read this story. **The child should not have been exposed to the story being used for summative assessment.**
- Read scripted introductory statement (for leveled trade books) and allow child to look through book. (Introductory statement provides frame for child to draw on prior knowledge and experiences and to recognize characters, events, and unfamiliar concepts.)
- Ask child to read the book orally without assistance just as if reading by himself/herself.
- Tell child to do whatever s/he normally does if reading alone and s/he comes to a part that gives difficulty.
- Tell child that after s/he finishes reading the book that s/he will be asked to retell the story/book as if telling the story to a friend who has not read the book.
- Remind child s/he will be tape recorded.

Oral Reading of Text By Child

- Child reads entire text without assistance from the teacher.
- Entire text will be read for comprehension/retelling purposes.
- If child stops, wait 15 seconds and then encourage child to continue reading. ("Try something. Keep reading.")
- If the child is unable to continue, tell the child the word.
- The entire text is to be read and marked for accountability purposes.

Definition of Error:

An **error** is a deviation from print. These errors are not random. These errors inform a teacher about how, and to what extent, a reader is using grammar, meaning, and sound-letter relationships to create the author's message.

Guide to Notations for Analysis of Oral Reading Strategies

Type of Error	Procedure	Example
1. Substitution Multiple attempts at a word	Write the substituted word/ words, or partials of words (i.e. beginning sound, ending sound) above the print. Write the substitutions above the print in order.	ha Steven jumped into hot... was Steven saw the... backing backed b- The dog barked at...
2. Insertion	Place a caret (^) at the point of insertion and write the inserted word, words, partials, or punctuation above the line.	The bark s^ of the... big The ^dog barked...
3. Omission	Circle the word, words, partials, or punctuation omitted.	She had wanted to... Niko said that...
4. Repetition	Underline the word/ words repeated, using a reverse arrow. If a word or phrase is repeated more than one time, number the repetitions.	Angela was seven. I go to town...
5. Immediate self-correction of error(s)	Place a © above the error which is self-corrected before reading on.	© cat The cow ate the...
6. Self-correction of errors which involves reading and/or re-reading	Indicate the amount of text that is re-read with a repetition symbol (underline/arrow) and attach a © to this underline to indicate that the error(s) above the line have been corrected.	bad #1: The big dog barked... © A #2: The dog barked at... ©
7. Long pauses	Place a line where the hesitation occurs. Each line represents approximately five seconds. If the reader pauses for an extended period of time, write the number of seconds above a single line.	The dog / barked at... 15 secs. The dog / barked at...
8. Assistance from teacher (after long pause or appeals)	Place a "T" over the word supplied.	The women all wore T beautiful white...
9. Attempts to sound out	Underline the maintained or attempted sounds.	All the doors were closed.

Marking the Reading Performance

- Mark each error as the child reads the story.
- Mark each error using the marking system provided on the page entitled **Guide to Notation for Analysis of Oral Reading Strategies.** (See page ORS-3).
- An alternative procedure involves tape recording the child's reading performance first, then listening to the taped performance and marking the errors.
- The taped performance will be included in the child's portfolio. The child and his/her parents can listen to this performance at later dates.

Coding the Reading Performance

- For each sentence answer the following question:

  Does the sentence, as finally read, maintain the overall meaning of the story?
  If the answer is *yes*, check the "Yes" column for the appopriate sentence. If the answer to the question is *no*, check the "No" column for the appropriate sentence.

- Example of the coding described above:

A *Letter to Amy*
Ezra Jack Keats

	Question Does the sentence as finally read support the overall meaning of the story?	
	Y	**N**
"I'm writing a letter to Amy.	✓	
"I'm inviting her to my party." Peter announced (answered).	✓	
"Why (don't) you just ask her?		✓
You didn't write to anyone else," said his mother (brother).	✓	

Passage Comprehension Scoring Procedures:

- When you have completed coding each sentence, add up the total checks within each column and record the totals in the space provided on the last page of the script.
- To determine the percent of sentences correct, divide the number of sentences coded *yes* by the number of possible sentences in the story.

Example

$$\text{passage comprehension \%} = \frac{\text{\# of sentences coded yes}}{\text{Total \# of possible sentences}}$$

- Transfer the passage comprehension score to the appropriate box on the *Grades K-2 Literacy Assessment: Reading Continuum Summative Profile.*

Example

Gr. 2	Teacher Rose
Measure/Level	23-4 Effie
Date 9/98	Score 92%
Gr. 2	Teacher Rose
Measure/Level	26-7 Rabbit Stew
Date 1/99	Score 90%
Gr. 2	Teacher Rose
Measure/Level	32 Princess Fireball
Date 5/99	Score 90%
Gr. 2	Teacher Rose
Measure/Level	32 Uncle Ed
Date 6/99	Score 92%

BEST COPY AVAILABLE

ORAL READING STRATEGIES ANALYSIS

Student Name Blake North

Book Level 9-10

Introductory Statement: Say: "This story is about several different animals who are looking for a crocodile. Read to find out if they find the crocodile. Read it the way you would read it to a friend." Note: If the child chooses to look at the pictures, repeat the introductory statement.

Have You Seen The Crocodile? *Colin West*	**Oral Reading Strategies** Does the sentence maintain the meaning of the story?	
	YES	NO
1. "Have you seen the crocodile?" asked the parrot.	✓	
2. "No," said the dragonfly.	✓	
3. "Have you seen the crocodile?" asked the parrot and the dragonfly.	✓	
4. "No," said the bumble bee.	✓	
5. "Have you seen the crocodile?" asked the parrot and the dragonfly and the bumble bee.	✓	
6. "No," said the butterfly.	✓	
7. "Have you seen the crocodile?" asked the parrot and the dragonfly and the bumble bee and the butterfly.	✓	
8. "No," said the hummingbird.	✓	
9. "Have you seen the crocodile?" asked the parrot and the dragonfly and the bumblee and the butterfly and the hummingbird.	✓	
10. "No," said the frog.	✓	
11. "No one's seen the crocodile!" said the parrot and the dragonfly and the bumble bee and the butterfly and the hummingbird and the frog.	✓	
Subtotal	11	0

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
12. But then... "I'VE SEEN THE CROCODILE!" snapped the crocodile.	✓	
13. "Have YOU seen the parrot and the dragonfly and the bumble bee and the butterfly and the hummingbird and the frog?" asked the crocodile.		✓
Subtotal	1	1
Total Score =	12	1
Passage Comprehension Score	92 %	

Code:
Passage Comprehension
Score = % yes

possible 13
correct 12

, Read book fluently orally
, Self-corrected using knowledge of graphophonics and meaning.
, Book represents independent reading level.

ORAL READING STRATEGIES ANALYSIS

Student Name Spencer

Book Level 29

Introductory Statement: Say: "This story is about a princess named Elizabeth who has some problems with a dragon and a handsome prince. Read it the way you would read it to a friend." Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Paper Bag Princess *Robert N. Munsch*	**Oral Reading Strategies** Does the sentence maintain the meaning of the story?	
	YES	NO
1. Elizabeth was a beautiful princess.	Y	
2. She lived in a castle and had expensive princess clothes.	Y	
3. She was going to marry a prince named Ronald.	Y	
4. Unfortunately, a dragon smashed (smatched) her castle, burned (burnt) all her clothes with his fiery breath (bu—), and carried off Prince Ronald.	Y	
5. Elizabeth decided to chase (sh) the dragon and get Ronald back.	Y	
6. She looked everywhere for something to wear but the only thing she could find that was not burnt was a paper bag.	Y	
7. So she put on (it) the paper bag and followed the dragon.	Y	
8. He was easy to follow because he left a trail of burnt forests and horses' bones.	Y	
9. Finally, Elizabeth came to a cave with (the) large door that had a huge knocker on it.	Y	
10. She took (sho) hold of the knocker and banged on the door.	Y	
11. The dragon stuck his nose out of the door and said, "Well, a princess!	Y	
Subtotal	11	0

Student Name Spencer

Book Level 29

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
12. "I love to eat princesses, but I have already eaten a whole castle today.	Y	
13. "I am a very busy dragon.	Y	
14. "Come back tomorrow."	Y	
15. He slammed the door so fast that Elizabeth almost got her nose caught.	Y	
16. Elizabeth grabbed the knocker and banged on the door again.	Y	
17. The dragon stuck his nose out of the door and said, "Go away.	Y	
18. "I love to eat princesses, but I have already eaten a whole castle today.	Y	
19. "I am a very busy dragon.	Y	
20. "Come back tomorrow."	Y	
21. "Wait," shouted Elizabeth.	Y	
22. "Is it true that you are the smartest and fiercest dragon in the whole world?"	Y	
23. "Yes," said the dragon.	Y	
24. "Is it true," said Elizabeth, "that you can burn up ten forests with your fiery breath?"		N
25. "Oh yes," said the dragon, and he took a huge, deep breath and breathed out so much fire that he burnt up fifty forests.	Y	
Subtotal	13	1

Student Name _____

Book Level _____

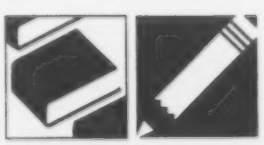
	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
26. "Fantastic," said Elizabeth, and the dragon took another huge breath and breathed out so much fire that he burnt up one hundred forests.	Y	
27. "Magnificent," said Elizabeth, and the dragon took another huge breath, but this time nothing came out.	Y	
28. The dragon didn't even have enough fire left to cook a meat ball.	Y	
29. Elizabeth said, "Dragon, is it true that you can fly around the world in just ten seconds?"	Y	
30. "Why, yes," said the dragon and jumped up and flew all the way around the world in just ten seconds.	Y	
31. He was very tired when he got back, but Elizabeth shouted, "Fantastic, do it again!"	Y	
32. So the dragon jumped up and flew around the whole world in just twenty seconds.	Y	
33. When he got back he was too tired to talk and he lay down and went straight to sleep.	Y	
34. Elizabeth whispered very softly, "Hey, dragon."	Y	
35. The dragon didn't move at all.	Y	
36. She lifted up the dragon's ear and put her head right inside.	Y	
37. She shouted as loud as she could. "Hey dragon!"		N
Subtotal	11	1

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
38. The dragon was so tired he didn't even move.	Y	
39. Elizabeth walked right over to the dragon and opened the door to the cave. (his)	Y	
40. There was Prince Ronald.	Y	
41. He looked at her and said, "Elizabeth, you are a mess!	Y	
42. "You smell like ashes, (and) your hair is all tangled and you are wearing a dirty old paper bag.	Y	
43. "Come back when you are dressed like a real princess."	Y	
44. "Ronald," said Elizabeth, "your clothes are really pretty and your hair is very neat.	Y	
45. "You look like a real prince, but you are a bum."	Y	
46. They didn't get married after all.	Y	
Subtotal	9	0
Code: Passage Comprehension Score = % yes Total Score =	44	2
Passage Comprehension Score	96%	

Commentary:
- Uses phonics to decode.
- Uses all 3 cueing systems together to decode, monitor, self correct, and maintain meaning.
- Insertions and omissions tend to maintain meaning of story
- Uses language appropriate for genre and context.
- Reads fluently w/ expression reflecting mood of story.

possible 46
correct 44
67

LANGUAGE, COMPREHENSION, AND RESPONSE TO TEXT



Grades K – 2 Literacy Assessment

LANGUAGE, COMPREHENSION, AND RESPONSE TO TEXT

Language, comprehension, and response to text involves the student's use of oral language and written language with both narrative and expository text. It involves both learning to read and learning from reading. Learners are asked to demonstrate competence in the following: reading a variety of texts; using self-monitoring (metacognitive) skills/semantics to comprehend and compose texts; applying foundational skills; demonstrating sense of story and knowledge of other genres; applying vocabulary and concepts from reading/listening to their own speech and writing; making connections with their experiences, prior knowledge, and other texts; applying higher level thinking skills; supporting and justifying responses; and elaborating on information in text to broaden understanding.

Contexts for and ways to assess language, comprehension, and response to text include the following:

- Anecdotal Notes
- Work Samples
- Logs/Journals
- Presentations
- Maps
- Story Maps
- Art Projects
- Concept Books/Maps
- Drama (skits, pantomime, puppetry)
- Musical Presentations/Improvisations
- Discussion/Seminars
- Essays
- Lyrical Compositions (chants, riddles, rhymes, raps, etc.)
- Integrated Curriculum Projects/Research
- Writing Folders/Portfolios/Notebooks (for different purposes, genres, functions of language)
- Observations
- Audio/Video Tapes
- Demonstrations
- Graphic Organizers
- Diagrams
- Illustrations/Drawings
- Book Logs/Genre Logs
- Book Making
- Storytelling
- Work Station Products/Projects
- Oral/Written Question Responses
- Justification/Explanations
- Personal Dictionaries/Glossaries
- Guided/Reading and Independent Reading
- Retellings
- Running Records/Oral Reading Strategies Analysis

KINDERGARTEN

Midyear Expectations

•Uses new vocabulary and language in own speech

-Understands concepts such as the following:

- •First, last
- •Front, back
- •Clothing
- •Foods
- •Family members
- •Body parts
- •Shops, grocery store, bank, offices

-Uses words in immediate environment

•Understands and follows oral/graphic directions

-Demonstrates knowledge of position/directional words (e.g., up, down, over, under)

-Follows two-to-three step directions

•Demonstrates sense of story (e.g., beginning, middle, end, characters, details)

-Recalls characters and relevant details

-Uses pictures and/or picture cards to retell stories independently and/or with teacher prompting

-Recounts story setting, characters, and events

•Connects information and events in text to experience

-Predicts story events.

-Relates how story is like own experiences

-Responds to text in a variety of ways:

- •Art (drawing, movement, music, etc.)
- •Writing
- •Role Play
- •Puppetry
- •Blocks

-Engages with/discusses the text before, during, and after listening

•Reads or begins to read

-Joins in to read familiar parts and phrases

-Reads or attempts to read own dictated story

KINDERGARTEN

End of Year Expectations

•Uses new vocabulary and language in own speech

-Understands concepts such as the following:

- •animal names
- •colors
- •community helpers
- •shapes
- •book language: (e.g., character, setting, "once upon a time...", "happily ever after...", "the end")
- •seasonal words

-Attempts to use a new vocabulary and concepts in oral language, actions, reading, and writing, etc.

•Understands and follows oral/graphic directions

-Orally gives one-to-three step directions
-Gives and follows directions in different contexts/content areas

•Demonstrates sense of story (e.g., beginning, middle, end, characters, details)

-Tells a story with a beginning, middle and end
-Retells story in own words giving beginning, middle, and end
-Recounts story setting, characters, events, problem, and solution
-Recounts important concepts and details in informational text

•Connects information and events in text to experience

-Predicts what happens after story ends
-Confirms/rejects predictions based on information in text and/or own experience
-Compares/contrast events, characters, endings, solutions, etc.
-Activates prior knowledge/concepts and builds upon prior knowledge/concepts before, during, and after reading/listening
-Engages with/discusses the text before, during, and after reading/listening

•Demonstrates familiarity with a variety of types of books and selections

-Develops a repertoire of favorite:

- •Books
- •Songs
- •Rhymes
- •Poems
- •Chants

•Reads or begins to read

-Joins in to read familiar parts and phrases
-Reads or attempts to read own dictated story
-Attempts to read/reads simple patterned text, and/or predictable texts using letter knowledge, oral language, meaning, and pictures to construct meaning

FIRST GRADE

Midyear Expectations

•Reads and comprehends both narrative and expository text appropriate for the first half of grade one

-Retells story orally
-Retells story using a simple graphic organizer or story map
-Responds orally to open-ended questions and higher level questions

•Self-monitors in decoding, comprehending, and composing text by using one or two strategies

-Monitors decoding and comprehending text by using one or more of the following:

- •Pronunciation
- •Sentence meaning
- •Syntax
- •Questioning
- •Sound-symbol/relationships
- •Story meaning
- •Rereading/reading ahead

-Monitors composition of text by using one or more of the following:

- •Sound-symbol relationships
- •Story meaning
- •Rereading
- •Sentence meaning
- •Syntax

•Elaborates on how information and events connect to life experiences

-Responds to text in a variety of ways:

- •Expands on ideas
- •Composes entries in response journals and learning logs
- •Creates graphics
- •Engages with/discusses the text before, during, and after reading

•Predicts and explains what will happen next in stories

-Uses prior knowledge to make predictions and connections with text

•Discusses and explains responses to *how*, *why*, and *what-if* questions in sharing narrative and expository texts

-Demonstrates understanding of text by responding to how, why, and what-if questions

•Retells new information in own words

-Verbalizes understanding of new concepts or ideas
-May assist communication by using concrete props

•**Understands the concept of a sentence**
-Expresses complete thought(s) orally

•**Responds and elaborates in answering *what*, *when*, *where*, and *how* questions**
-Recalls details

•**Demonstrates familiarity with a variety of types of text (e.g., storybooks, poems, newspapers, telephone books, and everyday print such as signs, notices, labels)**
-Identifies familiar parts of text
-Makes copycat productions

FIRST GRADE

End of Year Expectations

•Reads and comprehends both narrative and expository text appropriate for Grade One

-Reads a variety of narrative/expository books and demonstrates comprehension (e.g., picture books, simple chapter books, poems, short informational texts, recipes, menus, nonfiction books, etc.)

-Reads early emergent, emergent, and developing level books (Levels 12-15) based on *Grades K-2 Literacy Assessment Narrative Booklist*/basal readers and other appropriate grade level text**

-Retells story using a graphic organizer or story map

-Responds orally or in writing to open-ended questions and higher level questions

•Elaborates on how information and events connect to life experiences

-Responds to text in a variety of ways:

- •Reads additional related texts
- •Interprets information, ideas, and concepts
- •Classifies information, ideas, and concepts
- •Organizes information, ideas, and concepts
- •Evaluates and summarizes information, ideas, and concepts
- •Compares information, ideas, and concepts
- •Contrasts information, ideas, and concepts

•Reads and understands simple written instruction

-Reads and carries out simple written instructions including single-step directions and multi-step (3-5) directions (e.g., centers, recipes, directions for art projects, contracts, etc.)

•Predicts and explains what will happen next in stories

-Justifies thinking with adequate support and/or text-specific support

•Discusses and explains responses to *how*, *why*, and *what-if* questions in sharing narrative and expository texts

-Demonstrates understanding of text by responding to how, why, and what-if questions

-Confirms/verifies personal responses and responses of others through discussion

•Responds and elaborates in answering *what*, *when*, *where*, and *how* questions

-Makes inferences

-Draws conclusions

-Problem solves

-Provides adequate support and/or text-specific support/elaboration for responses

** LEA decision

•Uses new vocabulary and language in both speech and writing

-Incorporates new vocabulary, language patterns, concepts, and ideas in oral and written language (e.g., story innovations, dramatizations, concept books, learning logs, creative stories, etc.)

•Demonstrates familiarity with a variety of types of text (e.g., storybooks, poems, newspapers, telephone books, and everyday print such as signs, notices, labels)

-Develops a repertoire of various types of text
-Makes associations between and among texts
-Identifies favorite authors and illustrators

SECOND GRADE

Midyear Expectations

•Reads and comprehends both narrative and expository text appropriate for Grade Two

-Reads second grade (2-1) readers and/or and other materials appropriate for the first half of Grade Two

-Retells story/information from text orally

•Self-monitors own difficulties in decoding, comprehending, and composing text by using several strategies

-Monitors decoding and comprehending text by using one or more of the following independently:

- •Pronunciation
- •Sentence meaning
- •Syntax
- •"Fix-up" strategies to self-correct
- •Integrating new information with prior knowledge
- •Sound-symbol/relationships
- •Story meaning
- •Known word parts
- •Predicting/confirming predictions
- •Activating prior knowledge

-Monitors composition of text by using one or more of the following independently:

- •Punctuation
- •Sentence meaning
- •Syntax
- •"Fix-up" strategies to extend and clarify the message
- •Sound-symbol relationships
- •Story meaning
- •Known word parts
- •Rereading/reading ahead
- •Questioning

•Interprets information from diagrams, charts, and maps

-Explains and uses information from graphics

-Recalls details

•Recalls facts and details from text

-Identifies and restates literal information relevant to the text

•Discusses similarities and differences in events and characters across stories

-Identifies similarities

-Identifies differences

•Connects and compares information across expository selections to experience and knowledge

-Accesses prior knowledge
-Synthesizes information from one source
-Connects/compares information

•Poses possible *how*, *why*, and *what-if* questions to understand and/or interpret text

-Formulates how, why, and what-if questions to:
•activate prior knowledge, make connections, and make predictions before reading
•monitor comprehension during reading
•clarify and extend meaning after reading

•Explains and describes new concepts and information in own words

-Verbalizes understanding of new concepts or ideas
-May assist communication by using concrete props
-Paraphrases new concepts and information
-Elaborates new concepts and information
-Seeks and/or references other resources, if necessary

•Understands the following parts of the sentence: subject, predicate, modifier

-Uses subject, predicate, and modifiers appropriately in oral and written products (e.g., stories, plays, skits, reports, paragraphs, descriptions, letters, etc.)

•Uses text for a variety of functions, including literary, informational, and practical

-Composes text for the different functions of language:
•Instrumental (to get what one wants)
•Regulatory (to control others and world around us)
•Interactional (to establish and maintain relationships with others)
•Personal (to develop and maintain one's own unique identity)
•Informative (to represent the world to others; to impart what one knows)
•Heuristic (to speculate and predicate what will happen)
•Aesthetic (to use language for its own sake; to express imagination; to entertain)
-Reads/rereads familiar books for fluency and independence in reading

SECOND GRADE

End of Year Expectations

•Reads and comprehends both narrative and expository text appropriate for Grade Two

-Narrative examples:
- •Chapter books
- •Picture books

-Expository examples:
- •Informational books
- •Magazines
- •Reference books
- •Practical text

-Poetry examples:
- •Anthologies/collections/books

-Reads second grade (2-2) readers and/or early independent level books (Levels 21-24) based on *Grades K-2 Literacy Assessment Booklist*/basal readers and other appropriate grade level text**

•Self-monitors own difficulties in decoding, comprehending, and composing text by using several strategies

-Monitors decoding and comprehending text by using one or more of the following independently:
- •Text organization
- •Paraphrasing/summarizing
- •Scanning/skimming
- •Predicting/confirming predictions

-Monitors composition of text by using one or more of the following independently:
- •Text organization
- •Paraphrasing/summarizing
- •Scanning

•Interprets information from diagrams, charts, and maps

-Makes inferences
-Draws conclusions
-Problem solves
-Provides adequate support for responses
-Supports answers by referencing the text

•Recalls facts and details from text

-Provides adequate support for responses
-Supports answers by referencing the text

78

**LEA decision

•Reads expository materials for answers to specific questions

-Uses text organization to locate information which answers specific questions
-Supports answers by referencing text
-Provides adequate support for responses

•Discusses similarities and differences in events and characters across stories

-Constructs graphic representation to classify and organize similarities and differences
-Verbalizes similarities and differences between characters and events within and across stories

•Connects and compares information across expository selections to experience and knowledge

-Synthesizes information from one or more sources
-Connects/compares information

•Poses possible *how*, *why*, and *what-if* questions to understand and/or interpret text

-Formulates how, why, and what-if questions to:
  •activate prior knowledge, make connections, and make predictions before reading
  •monitor comprehension during reading
  •clarify and extend meaning after reading

•Explains and describes new concepts and information in own words

-Paraphrases new concepts and information
-Elaborates new concepts and information
-Seeks and/or references other resources, if necessary

•Understands the following parts of the sentence: subject, predicate, modifier

-Uses subject, predicate, and modifiers appropriately in oral and written products (e.g., stories, plays, skits, reports, paragraphs, descriptions, letters, etc.)

•Uses text for a variety of functions, including literary, informational, and practical

-Selects and reads, literary, informational, and practical text for information and/or pleasure
-Selects informational and practical texts to research personal questions and pursue personal interests
-Composes text for the different functions of language:
  •Instrumental (to get what one wants)
  •Regulatory (to control others and world around us)
  •Interactional (to establish and maintain relationships with others)
  •Personal (to develop and maintain one's own unique identity)
  •Informative (to represent the world to others; to impart what one knows)
  •Heuristic (to speculate and predicate what will happen)
  •Aesthetic (to use language for its own sake; to express imagination; to entertain)
-Reads informational and practical text to accomplish specific tasks (e.g., to inform, follow directions, assemble projects, etc.)

Running Record and Oral Reading Strategies

Procedures

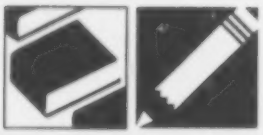
- Complete the information at the top of the appropriate retelling form.
- See *Narrative Text Retelling Forms (Levels 1-4; Levels 5-8; Levels 9-32, pages LSRT 13-15).*

Unaided Retelling

- Ask child if s/he would like to reread the story again silently prior to retelling the story.
- Child retells the text after reading.
- Tape record the retelling for verification/documentation for purposes of accountability.
- Instruct child to retell the story as if s/he were telling the story to a friend who had never seen/heard/read the text.
- Child tells story orally as teacher checks off the parts in the unaided column as the child retells them.
- Permit the child to retell the story in the order and at the pace s/he desires.
- If the child appears to be finished, then pause (50-60+ seconds) and ask open-ended questions such as the following (for an unaided retelling):
  - -Can you tell me anything else?
  - -Is there anything else you would like to add?
  - -Can you remember anything else?
- Check off the parts mentioned in story as child retells the story under unaided column.
- If an element or question does not apply to the story, disregard in scoring.

Aided Retelling

- After the child has been given the opportunity to retell the story in an unassisted (unaided) manner, then complete an assisted (aided) retelling if necessary for missing story elements by checking in the aided column.
- In order to do an aided retelling, use the child's pronunciation of names and specific words. Do not provide any new information, but use the information that the child herself/himself has provided.
- Examples of open-ended questions that may assist the child in recalling specific parts of the story are listed on the narrative retelling form.



Grades K – 2 Literacy Assessment

NARRATIVE TEXT RETELLING FORM (Book Levels 1 – 4)

Student's Name _____ Book Title _____

Date _____ Level _____

Check items which apply:
- ☐ Read orally
- ☐ Read silently

Reader's background match to the story:
- ☐ Sparse
- ☐ Limited
- ☐ Strong

Rubric
- 4 Gives accurate information using details (may exceed expectations)
- 3 Gives accurate information with limited detail
- 2 Gives limited information, may include some inaccuracies
- 1 Unable to give information related to the text

No score indicates no response

Record important elements of the child's retelling with specific comments below:

Rubric Score (Circle one)

81

1 2 3 4

Grades K – 2 Literacy Assessment

NARRATIVE TEXT RETELLING FORM (Book Levels 5 – 8)

Student's Name _____ Book Title _____

Date _____ Level _____

Check items which apply: ☐ Read orally ☐ Read silently

Reader's background match to the story: ☐ Sparse ☐ Limited ☐ Strong

RUBRIC

4 Gives accurate information using details (may exceed expectations)
3 Gives accurate information with limited detail
2 Gives limited information, may include some inaccuracies
1 Unable to give information related to the text
No score indicates no response

Record important elements of the child's retelling with specific comments below:

	UNAIDED	AIDED	RUBRIC SCORE
Setting: Location/Time Where did _____ happen? When did _____ happen?			1 2 3 4
Major Character/Object Recall Tell me more about (character mentioned by reader). What else can you tell me about _____?			1 2 3 4
Character/Object Development Describe (character or object) at the beginning of the story and end of the story. Why do you think (character mentioned by reader) did th What else can you tell me about (character or object)?			1 2 3 4
Plot Tell me what the story was about in a few sentences.			1 2 3 4
Major Events/Event Sequence What else happened in the story? How did _____happen?			1 2 3 4
Main Idea/Theme Why do you think the author wrote this story? What do you think (character) learned in the story? What do you think the author was trying to tell us/teach us?			1 2 3 4
Making Connections to Other Stories In what ways does this story remind you of other stories?			1 2 3 4
Total Score (28)			Rubric Score Total

Comments:

Rubric Average

1 2 3 4

(circle one)

Adapted from Rhodes and Shanklin, 1994

LCRT-14

Grades K – 2 Literacy Assessment

NARRATIVE TEXT RETELLING FORM (Book Levels 9 – 32)

Student's Name _____ Book Title _____

Date _____ Level _____

Check items which apply: ☐ Read orally ☐ Read silently

Reader's background match to the story: ☐ Sparse ☐ Limited ☐ Strong

RUBRIC

4 Gives accurate information using details (may exceed expectations)
3 Gives accurate information with limited detail
2 Gives limited information, may include some inaccuracies
1 Unable to give information related to the text
No score indicates no response

Record important elements of the child's retelling with specific comments below:

	UNAIDED	AIDED	RUBRIC SCORE
Setting: Location/Time			1 2 3 4
Major Character/Object Development Describe (character or object) at the beginning of the story and end of the story. Why do you think (character mentioned by reader) did that? What else can you tell me about (character or object)?			1 2 3 4
Major Event Sequence/Relationship of Events What happened before…? What happened after…? After (**event mentioned by reader**), what happened?			1 2 3 4
Problem What was _____'s main problem? What was the problem in the story?			1 2 3 4
Solution How did _____ solve the problem?			1 2 3 4
Plot Tell me what the story was about in a few sentences.			1 2 3 4
Main Idea/Theme Why do you think the author wrote this story? What do you think (character) learned in the story? What do you think the author was trying to tell us/teach us?			1 2 3 4
Making Connections to Other Stories In what ways does this story remind you of other stories or personal experiences?			1 2 3 4
Total Score (32)			Rubric Score Total
Comments:			**Rubric Average** **1 2 3 4** **(circle one)**

Grades K – 2 Literacy Assessment

NARRATIVE TEXT RETELLING FORM (Book Levels 9 – 32)

Student's Name Spencer Smith Book Title Thundercake

Date 4/20/97 Level 29-30

Check items which apply: ✓ Read orally ☐ Read silently

Reader's background match to the story: ☐ Sparse ✓ Limited ☐ Strong

RUBRIC

4 Gives accurate information using details (may exceed expectations)
3 Gives accurate information with limited detail
2 Gives limited information, may include some inaccuracies
1 Unable to give information related to the text
No score indicates no response

Record important elements of the child's retelling with specific comments below:

	UNAIDED	AIDED	RUBRIC SCORE
Setting: Location/Time	✓		1 2 3 (4)
Major Character/Object Development Describe (character or object) at the beginning of the story and end of the story. Why do you think (character mentioned by reader) did that? What else can you tell me about (character or object)?	✓		1 2 3 (4)
Major Event Sequence/Relationship of Events What happened before...? What happened after...? After (**event mentioned by reader**), what happened?	✓		1 2 (3) 4
Problem What was _____'s main problem? What was the problem in the story?	✓		1 2 3 (4)
Solution How did _____ solve the problem?	✓		1 2 3 (4)
Plot Tell me what the story was about in a few sentences.	✓		1 2 3 (4)
Main Idea/Theme Why do you think the author wrote this story? What do you think (character) learned in the story? What do you think the author was trying to tell us/teach us?	✓	✓	1 2 (3) 4
Making Connections to Other Stories In what ways does this story remind you of other stories or personal experiences?		✓	1 2 (3) 4
Total Score (32)			Rubric Score Total 29
Comments: Spencer remembered the major events of the story without assistance. She was able to give accurate information about the main idea and connections to other stories. The non-related questions could have improved recall of the other story parts.			**Rubric Average** 1 2 (3) 4 **(circle one)**

BEST COPY AVAILABLE

TRANSCRIPT

Spencer's Retelling of *The Paperbag Princess*

Once upon a time there was a princess and she wanted and her name was Elizabeth. And she wanted to marry a prince named Ronald. One day a dragon came and burnt the whole kingdom and burnt and smashed her castle and burnt all her clothes. And he took away Prince Ronald so when so she decided to follow the dragon but first she had to decide what she was going to wear. So she went looking for some clothes, but all she could find that wasn't burnt was a paper bag. So she put on the paper bag and started to follow the dragon and it was easy to follow him because he left a trail of horsebones for her to follow them. When she got to the dragon's castle, she knocked on the door with a huge knocker. And the dragon stuck his nose out and he said, "I love to eat princesses, but I've already eaten a whole castle. Please come back tomorrow." But - and - he slammed the door but Prince Eli - Prince Eli - Elizabeth knocked on it again. And he said, "I'm very busy. I'm a very busy dragon and I - but I do love to eat princessess, but I've already eaten a whole castle, so please come back tomorrow. But before the could shut the door the princess shouted to - at him, "Is it true that you can burn 10 forests down with, with just one breath of fire?" And he said yes. So he burnt 50 forests down. And then she said, "Fabulous! Do it again! So he blew down 100 forests. And then she said, "Magnificent! Burn it, burn – 100 forest down this time." So he tried to but all that came out was just a cloud, a little cloud of smoke. So when asked him, "Is it true that you can fly around the whole entire world in just 1 sec - in just 10 seconds? And he said yes. so she said to do it and he did. Then, then she asked him to do it again So he did it again. This time it took him 20 seconds to get around the world. And when he landed he was so tired he couldn't talk, he couldn't get up and fly, he couldn't even sit up straight so he just flopped down and went straight to sleep. And then she shouted - she whispered into his ear, "Hey Dragon." And then she shouted into his ear. She put her whole head in his ear this time and shouted as loud as she could, "Hey dragon! But he didn't even wake up. He didn't even move. So she went and opened the door and there was Prince Ronald. And he said to her - he said to Princess Elizabeth, "Elizabeth you look - you are a disaster. You - your hair's tangled and your crown is - isn't even straight. You - all you have on 's a messed up paper bag. Go home. Go to your castle. Go find some clothes and put them on. And, and come back when you look like a real princess. And then Elizabeth said, - she said, "Prince Ronald, your hair is nice and straight. It isn't tangled like mine. Your clothes are very pretty and your ha - you crown is straight. And it isn't melted like mine." And they didn't get married after all.

TRANSCRIPT OF DISCUSSION

The Paper Bag Princess

A = Adult C = Child

A: Can you think of anything else you'd like to add about the story?
C: No.
A: Do you remember - the first of the story, um what Elizabeth was like?
C: Yes.
A: What was she like then?
C: Yeah, she was pretty and she wanted marry Prince Ronald until the - dragon burnt her clothes and -
A: Did she have nice clothes at the beginning?
C: Yeah, oh yeah.
A: She did, can you think of anything else you'd say about her? What was her personality like?
C: Her personality was little like somebody I know. Like at the beginning of the story it was like she wanted to marry Prince Ronald and – oh, oh, he's so adorable, oh, oh. Like a voice like that and when she um she got, has that paper bag on her. She was a little bit frustrated because she didn't have any clothes to wear but a paper bag.
A: Why do you think the author wrote the story?
C: I think he wrote it so children will have fun reading it and they would learn a lesson to never ever, ever get - like in a castle and let a dragon burn it down. And then go searching for a prince that you want to marry when you look like you do, if you have a paper bag.
A: Do you think Elizabeth learned a lesson in this story?
C: Oh yeah.
A: What was her lesson?
C: Well, I think her lesson was to never put a paper bag on and try to search for a prince that did not look exactly like her anymore.
A: How do you think Prince Ronald felt about her?
C: Well, at the beginning, well he all through the story he didn't really like her that much because, he - I think he thought that she was like a pest. Pestering him when she wanted to marry him cause he didn't want to marry her.
A: Does this story remind you of other stories you've read. Is like another story or some thing that has happened to you?
C: It's like Cinderella.
A: It is? How is it like Cinderella?
C: It's like when she lost her shoe instead of her clothes.
A: Is there anything else? What else is in the story of Cinderella?
C: Now I know. That, instead of getting married, she didn't get married to Prince Ronald –.

A: Let's look back further. Can you tell me if there is anything else - what caused all the problems in the story?
C: The dragon.
A: The dragon. How did she solve the problem?
C: She put on a paper bag.
A: And then what did she do?
C: She went looking for Prince Ronald and she found him and she knocked out the dragon.
A: How did she get the dragon to do what she wanted him to do?
C: She told him to fly around the world two times and she told him to knock down – to knock down 10 forests, 50 forests, and then 100 forest.
A: Why do you think he did all this for her?
C: Because he wanted to show her how, how much of a dragon he was and how good he was at doing all that stuff.
A: Do you think she tricked him?
C: Yeah.
A: What makes you think that?
C: Because she told the dragon to do it again all the time and he ran out of breath when he was blowing down all those forests and he couldn't fly anymore when he flew around the world two times. And he just got knocked out.
A: Well, Spencer, read the last page for me again, okay?
C: Ronald and Elizabeth, Ronald said, "Elizabeth, your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum." They didn't get married after all.
A: What do you think that page means?
C: I think that it means that she still likes him because usually people call each other a bum when they like each other.
A: You think so?
C: Um-hm.
END

Spencer Smith
Written Retelling

Once there was a princess. She wanted to mary a prince. Her name was Elizebeth. The prince's name was Ronald. One day a dragon came and smashed her castle and burnt her clothes. The dragon carried Ronald away.-. Elizabeth wanted to get him back. So she put a paper bag on and set off. When she got there she couldn't get in. She tried again. She said Can you blow down ten forests - with your fire. He said Yes. She said do it. So insted he blew down 50. Next time he tried he blew down 100. The next time he couldn't. So she said can you really fly around the world in 10 seconds. He said yes. Elizabeth said do it, So the dragon flew around the world in 10 seconds. Elizabeth said fantastic, do it again! This time the dragon flew around the world in 20 seconds. When he got back, he was too tired to even talk. He went to sleep. And Elizabeth whispered very softly Dragon, get up. And then, she shouted loudly Dragon, get up. But he didn't get up. So then she walked into the castle and she saw Ronald. And Ronald said Elizebeth you don't look like a real princess. go home and change your clothes and come back when you look like a real princess. And Elizebeth said Ronald you look like a real prince. Your hair is very neat and your crown is straight, but you are a bum. Elizebeth didn't like Ronald anymore and they didn't get married after all.

Running Record and Oral Reading Strategies

Procedures

- Complete the information at the top of the appropriate retelling form.
- See *Nonfiction Text Retelling Forms (Levels 1-4; Levels 5-8; Levels 9-32, pages LCRT 22-24).*

Unaided Retelling

- Ask child if s/he would like to reread the text again silently prior to retelling the text.
- Child retells the text after reading.
- Tape record the retelling for verification/documentation for purposes of accountability.
- Instruct child to retell the text as if s/he were telling it to a friend who had never seen/heard/read the text.
- Children tell text/information orally as teacher checks off the parts in the unaided column as the child retells them.
- Permit the child to retell the text/information in the order and at the pace s/he desires.
- If the child appears to be finished, then pause (50-60+ seconds) and ask open-ended questions such as the following (for an unaided retelling):
  - -Can you tell me anything else?
  - -Is there anything else you would like to add?
  - -Can you remember anything else?
- Check off the parts mentioned in text as child retells the text under unaided column.
- If an element or question does not apply to the text, disregard in scoring.

Aided Retelling

- After the child has been given the opportunity to retell the text in an unassisted (unaided) manner, then complete an assisted (aided) retelling if necessary for missing text elements by checking in the aided column.
- In order to do an aided retelling use the child's pronunciation of names and specific words. Do not provide any new information, but use the information that the child her/himself has provided.

Grades K – 2 Literacy Assessment

NONFICTION TEXT ORAL RETELLING

Scoring

- Note the text elements the child is able to identify.
- Note the accuracy and amount of detail included in the retelling.
- Score the retelling using the retelling rubric on the form.
- Average the rubric score.
- Transfer the average score to the appropriate box on the documentation portion of the reading continuum.

Example

Language, Comprehension, and Response to Text

Gr. 1	Teacher Staten
Measure/Level	NF Retell L 10
Date 9/98	Score 3
Gr. 1	Teacher Staten
Measure/Level	NF Retell L 16
Date 12/98	Score 3
Gr. 1	Teacher Staten
Measure/Level	NF Retell L 20
Date 6/99	Score 3
Gr.	Teacher
Measure/Level	
Date	Score

Grades K – 2 Literacy Assessment

NONFICTION TEXT RETELLING FORM (BOOK LEVEL 1-4)

Student's Name _____ Book Title _____

Date _____ Level _____

Check items which apply:
___ Read orally
___ Read silently

Reader's background match to the text:
___ Sparse
___ Limited
___ Strong

Rubric

4 Gives accurate information using details (may exceed expectations)
3 Gives accurate information with limited detail
2 Gives limited information, may include some inaccuracies
1 Unable to give information related to the text
No score indicates no response

Check items that are included in the appropriate column.	Aided	Unaided
Introduction		
Setting/Location/Time Frame		
Ideas/Details •Included ideas/details in the book. •Included more important ideas/details given in book.		
Author's Message •Conveyed most important part/message of the book.		

Rubric Score (Circle One)

1 2 3 4

Grades K – 2 Literacy Assessment

NONFICTION TEXT RETELLING FORM (BOOK LEVEL 5-8)

Student's Name _____ Book Title _____

Date _____ Level _____

Check items which apply: ___ Read orally ___ Read silently

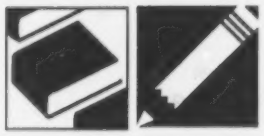
Reader's background match to the text: ___ Sparse ___ Limited ___ Strong

Rubric

4 Gives accurate information using details (may exceed expectations)
3 Gives accurate information with limited detail
2 Gives limited information, may include some inaccuracies
1 Unable to give information related to the text
No score indicates no response

Check items that are included in the appropriate column.	Aided	Unaided	Rubric Score
RETELLING Introduces topic			1 2 3 4
Tells main idea			1 2 3 4
Sequences ideas/events			1 2 3 4
States important details			1 2 3 4
Draws conclusion/inferences			1 2 3 4
RESPONSE Demonstrates understanding of concept(s)			1 2 3 4
Includes key vocabulary			1 2 3 4
Identifies cause & effect relationships			1 2 3 4
Includes specific information/details			1 2 3 4
Makes connections to other texts and/or prior knowledge			1 2 3 4
Other Comments:	Rubric Score Total:		
	Rubric Average:		

Adapted from *Classroom-Based Assessment* Bonnie Campbell Hill, Cynthia Ruptic, and Lisa Norwick



Grades K – 2 Literacy Assessment

NONFICTION TEXT RETELLING FORM (BOOK LEVEL 9-32)

Student's Name _____ Book Title _____

Date _____ Level _____

Check items which apply: ___ Read orally ___ Read silently

Reader's background match to the text: ___ Sparse ___ Limited ___ Strong

Rubric

4 Gives accurate information using details (may exceed expectations)
3 Gives accurate information with limited detail
2 Gives limited information, may include some inaccuracies
1 Unable to give information related to the text
No score indicates no response

Check items that are included in the appropriate column.	Aided	Unaided	Rubric Score
RETELLING Introduces topic			1 2 3 4
Tells main idea			1 2 3 4
Sequences ideas/events			1 2 3 4
States important details			1 2 3 4
Draws conclusion/inferences			1 2 3 4
RESPONSE Demonstrates understanding of concept(s)			1 2 3 4
Includes key vocabulary			1 2 3 4
Identifies cause & effect relationships			1 2 3 4
Includes specific information/details			1 2 3 4
Makes connections to other texts and/or prior knowledge			1 2 3 4
Other Comments:	Rubric Score Total:		
	Rubric Average:		

Adapted from *Classroom-Based Assessment*. Bonnie Campbell Hill, Cynthia Ruptic, and Lisa Norwick.

Using Graphic Organizers to Assess Comprehension

Graphic organizers pull together the elements of text in a visual representation. They help students construct meaning as they understand elements and their relationship to one another. Graphic organizers make children think about how to plan and organize text.

Story maps form the basis for understanding most stories. Story maps typically include the setting, characters, problems, events, and resolution of a story. They help children reconstruct stories that they read and construct stories that they write. Some graphic organizers can be used to help children see relationships between characters, see how the setting relates to the story, or identify the sequence of events in the story. In a similar manner, other graphic organizers are useful for understanding nonfiction texts.

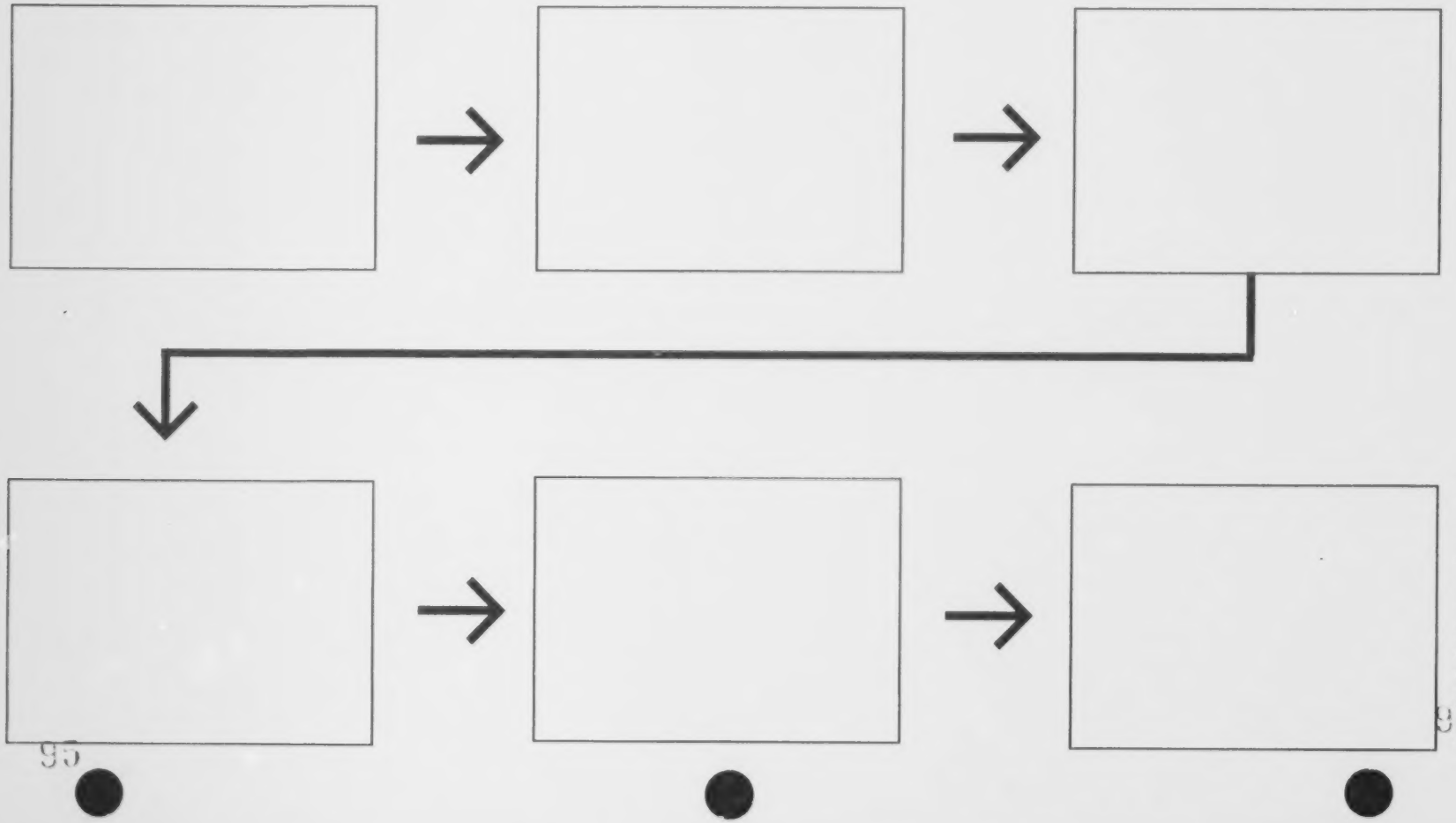
Children need to become familiar with various graphic organizers in order to help them choose the organizer they feel most comfortable with when composing or interpreting text. They are particularly useful for children to use in retelling narrative and nonfiction texts.

Name _____ Date _____ Title _____

LCRT-27

Sequence Chain

The sequence chain is useful for both fiction and content area reading and writing. The sequence chain helps children reconstruct stories or other texts they read and to construct stories and nonfiction texts they write. The boxes could be written on post-it notes or cut apart so that children can rearrange them as they write.



Story Map

Name: _____ **Date:** _____

Title: _____

Setting:

Characters: _____ _____

_____ _____

_____ _____

Problem:

Event 1 _____

Event 2 _____

Event 3 _____

Event 4 _____

Event 5 _____

Solution:

My Reading Log

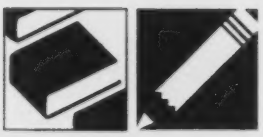
Name _____

Date	Title/Author

Conference Record

Name _____ Date _____

Reading/Writing	Observations	Strengths/Instructional Objectives



SPELLING AND WRITING CONTINUUM SUMMATIVE PROFILE

Grades K – 2 Literacy Assessment

SPELLING AND WRITING CONTINUUM SUMMATIVE PROFILE

Spelling and Writing

Spelling and writing involve the student's use of written language with both narrative and expository text. "Through writing, children express themselves, clarify their thinking, communicate their ideas, and integrate new information into their knowledge base" (CIERA, 1998). They write for different audiences and purposes: to get what they want, to control others and the world around them, to develop and maintain their own unique identities, to predict what will happen, to establish and maintain relationships, to tell what they know, and to express imagination or entertain (Haliday, 1975). Writing involves learning to write and learning from writing. Writers are asked to demonstrate growth and competence in the following: conventional spelling; basic punctuation and capitalization; composing a variety of products; grammar, usage, and mechanics; and the use of self-monitoring skills to compose text.

Personal narratives are the dominant genre for young children. However, kindergarten and first grade children learn to use other genres such as predictable pattern stories, poems, riddles, rhymes and informational pieces. As they enter second grade, they use genres such as informational reports that stretch their thinking and organizational skills.

The primary grades are an active period for children's growth in spelling. Children may begin kindergarten knowing some letters and being able to spell a few words such as their own names. Their development continues throughout the primary grades so that by the end of third grade they are able to spell hundreds of words conventionally.

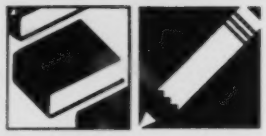
Assessment and evaluation of spelling and writing are on-going processes. Daily writing experiences with drafts and final forms provide opportunities for frequent teacher input and evaluation, self-monitoring, and peer response and evaluation. Growth in writing will be seen over time through techniques such as shared writing, guided writing, independent writing, helping circles, and individual conferences.

The teacher is responsible for planning instruction based on the documented needs of students. Writing folders, portfolios, and/or notebooks provide an efficient context to assist with the evaluation of writing pieces. Representative pieces are selected and provide concrete evidence for documenting growth in spelling and writing over time.

To document growth in spelling, keep these principles in mind:

- Spelling is evaluated based on students' writing rather than tests.
- Spelling is evaluated analytically to determine what a student can do and what the student needs to learn next.
- Spelling is examined in terms of the strategies and spelling patterns children use in their writing.
- Careful examination of children's writing products enables teachers to identify spelling elements children have under control and those requiring further assessment and instruction.
- Examination of midyear and end-of-year expectations provide guidance for instructional planning, diagnosis, and intervention.

(Adapted from Sandra Wilde, 1992)



Grades K – 2 Literacy Assessment

SPELLING AND WRITING CONTINUUM SUMMATIVE PROFILE

Contexts for and ways to assess spelling and writing growth include the following:

Anecdotal notes
Writing samples
Journals
Learning logs
Notes and letters
Labels and captions
Stories
Observations
Scrapbooks
Records of writing conferences
Writing folders/portfolios/notebooks (for different purposes, genres, functions of language)
Personal dictionaries
Lists (Words I Can Spell/Words I am Learning to Spell; Things I Have Written About; Strategies and Skills I Know)
Published pieces
Status-of-the-class charts
Student reflection notes
Have-a-go sheet
Questionnaires
Explanations/justifications
Writing/projects in content areas
Literature response logs/reflection journals
Story maps/written retelling
Concept books and other bookmaking projects
Written question responses
Essays
Lyrical compositions
Minilesson justifications

As children progress and begin to master the fundamentals of spelling and text organization, nothing improves writing faster than providing lots of opportunities to write.
Developing proficient writers requires the opportunity for frequent daily writing and purposeful instruction based on ongoing assessment from kindergarten through third grade.

KINDERGARTEN

Midyear Expectations

- **Represents spoken language with temporary and/or conventional spelling**
  - -Writes captions for pictures using temporary and/or conventional spelling to record dominant consonants
  - -Initiates writing on his/her own (e.g., makes lists, signs, labels)
  - -Can write 5 high frequency words and/or environmental print correctly (Name, A, I, Mom, cat)
- **Writes most letters of the alphabet**
  - -Correctly writes 12 known letters
  - -Writes own first name
- **Writes and/or participates in writing behaviors**
  - -Dictates personal experiences

End-of-Year Expectations

- **Represents spoken language with temporary and/or conventional spelling**
  - -Uses single consonant sounds in writing
  - -Writes 10 to 15 high frequency words correctly
  - -Initiates writing on his/her own (e.g., makes lists, signs, labels)
- **Demonstrates understanding of literary language (e.g., "once upon a time," variety of sentence patterns)**
  - -Begins to use book language (literary language) in the following ways:
    - •Storytelling
    - •Retelling
    - •Writing
- **Writes most letters of the alphabet**
  - -Writes letters in own first name and/or last name
  - -Writes upper-case letters (20-26)
  - -Writes lower-case letters (20-26)
- **Writes and/or participates in writing behaviors**
  - -Participates in or initiates a variety of writing experiences (e.g., signs, labels, captions, lists, stories and illustrations, journals)
  - -Expresses ideas in writing using consonant letters, and/or words
  - -Writes for different purposes

FIRST GRADE

Midyear Expectations

- **Writes all upper and lower case letters of alphabet**
  - -Writes all upper and lower case letters with standard formation using manuscript or D'Nealian
- **Uses phonics knowledge and basic patterns (e.g., *an, ee, ake*) to spell correctly three- and four-letter words**
  - -Uses word families and word parts to spell and write
- **Applies phonics to write independently, using temporary and/or conventional spelling**
  - -Applies knowledge of word families/patterns in own writing
  - -Uses temporary spelling and conventional spelling that can generally be read by others
  - -Uses spelling resources appropriately to generate or check spelling (e.g., charts, personal dictionaries, word walls, etc.)
- **Uses basic punctuation and basic capitalization**
  - -Uses periods and question marks appropriately
  - -Uses upper-case letter at the beginning of a sentence
  - -Uses upper-case letters for proper nouns
- **Composes a variety of products (e.g., stories, journal entries, letters)**
  - -Participates in prewriting activities such as drawing, discussion, viewing, etc. prior to drafting
  - -Participates in a variety of purposeful writing experiences as teacher models (e.g., cards learning logs, journals, messages, invitations, simple poems, illustrations, booklets, etc.)
  - -Writes in complete sentences

FIRST GRADE

End-of-Year Expectations

- **Uses phonics knowledge and basic patterns (e.g., *an, ee, ake*) to spell correctly three- and four-letter words**
  - -Generates words using known word families and patterns (See phonics knowledge competency under Decoding and Word Recognition)
  - -Includes initial consonant sounds, final consonant sounds, and vowel sounds in spelling
- **Applies phonics to write independently, using temporary and/or conventional spelling**
  - -Spells many high frequency words correctly in own writing
- **Uses basic punctuation and basic capitalization**
  - -Attempts to use other punctuation (e.g., exclamation point, apostrophe, comma, etc.)
  - -Edits own writing focusing on specific trait(s) listed on an editing checklist*
- **Composes a variety of products (e.g., stories, journal entries, letters)**
  - -Represents consonant blends and digraphs in spelling
  - -Produces various forms of writing in small groups and independently (e.g., journals, reports, stories, poems, learning logs, memos, notes, letters, lists, recipes, graphic organizers, etc.)

*LEA decision

SECOND GRADE

Midyear Expectations

- **Correctly spells using previously studied words and spelling patterns in one's own writing**
  - -Uses temporary spelling to keep ideas flowing
- **Represents with appropriate letters all the sounds of a word when writing**
  - -Uses knowledge of consonant clusters, vowel patterns, and word families to represent all the sounds of a word when writing
- **Begins to use formal language and/or literary language in place of oral language patterns, as appropriate**
  - -Incorporates literary language patterns, new vocabulary, and more complex grammar in oral and written language
- **Plans and makes judgments about what to include in written products**
  - -Uses prewriting activities (e.g., brainstorming, webbing, drawing, storyboarding) with support and independently
  - -Uses prewriting activities to select and draft ideas, information, and details
  - -Reads/Rereads own writing while drafting
- **With guided discussion, revises to clarify and refine writing**
  - -After conferencing, produces the final draft
- **Given help with organization, writes structured, informative presentations and narratives**
  - -Uses prewriting activities: listing, brainstorming, drawing, etc. to generate ideas for first draft
- **Attends to spelling, mechanics, and format for final products in one's own writing**
  - -Participates in editing conferences with peers, teacher, or other adult
  - -After conferencing, produces the final draft

SECOND GRADE

End-of-Year Expectations

- **Correctly spells using previously studied words and spelling patterns in one's own writing**
  - -Uses conventional spelling most of the time (more conventional than temporary)
  - -Spells most high frequency words correctly
- **With guided discussion, revises to clarify and refine writing**
  - -Revises by adding beginning, middle or ending in response to questions and/or discussion
  - -Revises to clarify meaning, expand, and elaborate ideas in response to questions/discussion
  - -Participates in peer revision
- **Given help with organization, writes structured, informative presentations and narratives**
  - -Collects, synthesizes, plans, and informally presents ideas and experiences (with assistance)
  - -Uses prewriting activities: webbing, brainstorming, graphic organizers, etc. to generate ideas for first draft
- **Attends to spelling, mechanics, and format for final products in one's own writing**
  - -Proofreads and edits for punctuation, standard letter formation, spacing, and alignment (with and without assistance)

Grades K – 2 Literacy Assessment

SPELLING AND WRITING CONTINUUM SUMMATIVE PROFILE

The Spelling and Writing Continuum Summative Profile is an example of on-going documentation of student growth in writing during the school year. This assessment should be completed within the first six weeks and the last month of the school year. This summative profile may be sent home at the end of each school year to parents and a copy may be maintained in the student's folder/portfolio. School officials may use this information for accountability purposes on the local level.

Directions for Completion of the Profile

1. Write the student's name and school system in top boxes.
2. Review the competencies/descriptive indicators for each of the stages of spelling and writing development (early emergent, emergent, developing, early independent, and independent).

   Competencies/descriptive indicators are not considered to be of equal value in describing spelling and writing behavior, but together provide a holistic picture of a child's spelling and writing development. The teacher will check the competencies the child exhibits in writing at the present time.

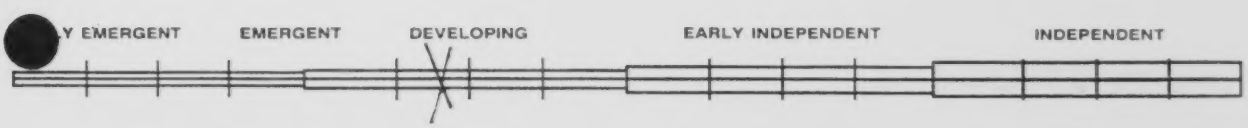
   - Teachers should mark and date the competencies within the first six weeks of school and the last month of school.
   - If the child has been retained, the teacher should use the same color code but circle new checks.

10/98

First Grade

- X Writes all upper and lower case letters of alphabet.
- X Uses phonics knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three- and four-letter words.
- X Applies phonics to write independently, using temporary and/or conventional spelling.
- X Uses basic punctuation and basic capitalization.
- X Composes a variety of products (e.g., stories, journal entries, letters).

3. Mark the stage on the continuum that best describes the child's present level of functioning in spelling and writing (early emergent, emergent, developing, early independent, or independent). The teacher will indicate at what point on the continuum the child best fits. If the child exhibits only a few competencies within a stage, the teacher may place a mark further to the left within a stage. If the child exhibits most of the competencies within a stage, the teacher will indicate this development by a mark further to the right on the continuum. (Use the same colors as in #2.)



4. The teacher will complete the documentation section of the **Grades K-2 Literacy Assessment Spelling and Writing Continuum Summative Profile** at the beginning (first six weeks) and the end of the year (last month) by including the following information:

- grade
- teacher's name
- date
- score/rubric score
- spelling measure/writing sample

(Note: The information recorded in the box will support the spelling and writing stage marked on the spelling and writing continuum.)

GRADE 1	TEACHER Staden
Date: 9/98	
Score: Developing	Rubric Score: 4
Spelling Measure/Writing Sample (Title or Topic): My Favorite Day	
Date: 3/99	
Score: Developing	Rubric Score: 3
Spelling Measure/Writing Sample (Title or Topic): My Pet	
Date: 3/99	
Score: Early Int.	Rubric Score: 3
Spelling Measure/Writing Sample (Title or Topic): My Family	
Date: 6/99	
Score: Early Int.	Rubric Score: 4
Spelling Measure/Writing Sample (Title or Topic): Our Field Day	

BEST COPY AVAILABLE

Grades K – 2 Literacy Assessment
Spelling and Writing Continuum
Summative Profile

STUDENT: _____ SCHOOL SYSTEM: _____

Directions: Check the competencies the child exhibits in spelling and writing at the present time. The stages of spelling and writing are derived from the *North Carolina Grade Level Competencies*. Check the stages at the beginning and end of the school year and mark the line on the continuum. Date each rating.

SPELLING AND WRITING BENCHMARKS

Kindergarten

- 9/94 ☑ Represents spoken language with temporary and/or conventional spelling.
- ☐ Demonstrates understanding of literary language (e.g., "once upon a time," variety of sentence patterns).
- 9/94 ☑ Writes most letters of the alphabet.
- 9/94 ☑ Writes and/or participates in writing behaviors.

First Grade

- 9/94 ☑ Writes all upper and lower case letters of alphabet.
- 6/95 ☑ Uses phonics knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three- and four-letter words.
- 6/95 ☑ Applies phonics to write independently, using temporary and/or conventional spelling.
- 6/95 ☑ Uses basic punctuation and basic capitalization.
- 6/95 ☑ Composes a variety of products (e.g., stories, journal entries, letters).

BEST COPY AVAILABLE

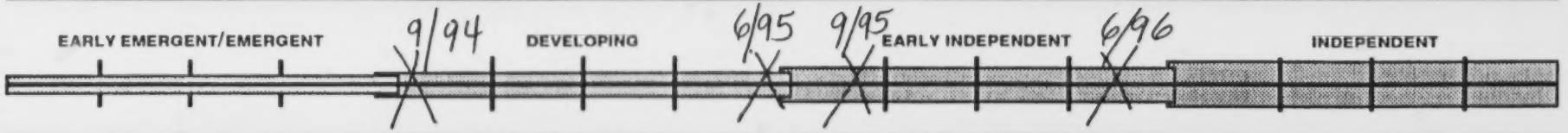
Second Grade

- 9/95 ☑ Correctly spells, using previously studied words and spelling patterns in one's own writing.
- 9/95 ☑ Represents with appropriate letters all the sounds of a word when writing.
- 9/95 ☑ Begins to use formal language and/or literary language in place of oral language patterns, as appropriate.
- 6/96 ☑ Plans and makes judgments about what to include in written products.
- 6/96 ☑ With guided discussion, revises to clarify and refine writing.
- 6/96 ☑ Given help with organization, writes structured, informative presentations and narratives.
- 6/96 ☑ Attends to spelling, mechanics, and format for final products in one's own writing.

Third Grade

- 6/96 ☑ Demonstrates and uses prewriting strategies (drawing, brainstorming, webbing, or story boarding).
- ☐ Revises by adding and/or deleting for elaboration/clarification.
- ☐ Self-assesses own writing.
- ☐ Uses paragraphs to organize information.
- 6/96 ☑ Uses concepts of order and time.
- ☐ Uses vocabulary, ideas, themes, and language structure from books in own writing.
- ☐ Writing a variety a literary, informational, and practical texts (fairy tale, poetry, recipes, new article, interviews, etc.)
- ☐ Writing to support ideas with reference to evidence presented in text).
- ☐ Demonstrates voice, sense of audience, purpose.

STAGES OF SPELLING AND WRITING



DOCUMENTATION

GRADE _____ TEACHER _____	GRADE 1 TEACHER Brown	GRADE 2 TEACHER Evans	GRADE _____ TEACHER _____
Date:	Date: 9-6-94	Date: 9-5-95	Date:
Score: Rubric Score:	Score: Emergent Rubric Score: 1	Score: 2 (Sp) Rubric Score: 3	Score: Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):	Spelling Measure/Writing Sample (Title or Topic): My Kite	Spelling Measure/Writing Sample (Title or Topic): Beach	Spelling Measure/Writing Sample (Title or Topic):
Date:	Date: 1/4/95	Date: 1-3-96	Date:
Score: Rubric Score:	Score: Developing Rubric Score: 1	Score: 3 (Sp) Rubric Score: 3	Score: Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):	Spelling Measure/Writing Sample (Title or Topic): My Dog	Spelling Measure/Writing Sample (Title or Topic): Vacation	Spelling Measure/Writing Sample (Title or Topic):
Date:	Date: 3/8/95	Date: 3-27-96	Date:
Score: Rubric Score:	Score: Developing Rubric Score: 2	Score: 3 (Sp) Rubric Score: 3	Score: Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):	Spelling Measure/Writing Sample (Title or Topic): My Friend	Spelling Measure/Writing Sample (Title or Topic): Velveteen Rabbit	Spelling Measure/Writing Sample (Title or Topic):
Date: 1:11	Date: 5/10/95	Date: 6-2-96	Date:
Score: Rubric Score:	Score: Developing Rubric Score: 3	Score: 3 (Sp) Rubric Score: 4	Score: Rubric Score: 111
Spelling Measure/Writing Sample (Title or Topic):	Spelling Measure/Writing Sample (Title or Topic): My Dream Birthday	Spelling Measure/Writing Sample (Title or Topic): Favorite Sport	Spelling Measure/Writing Sample (Title or Topic):

Grades K – 2 Literacy Assessment

Spelling and Writing Continuum
Summative Profile

STUDENT: _____ SCHOOL SYSTEM: _____

Directions: Check the competencies the child exhibits in spelling and writing at the present time. The stages of spelling and writing are derived from the *North Carolina Grade Level Competencies*. Check the stages at the beginning and end of the school year and mark the line on the continuum. Date each rating.

SPELLING AND WRITING COMPETENCIES

Kindergarten

- ☐ Represents spoken language with temporary and/or conventional spelling.
- ☐ Demonstrates understanding of literary language (e.g., "once upon a time," variety of sentence patterns).
- ☐ Writes most letters of the alphabet.
- ☐ Writes and/or participates in writing behaviors.

BEST COPY AVAILABLE

First Grade

- ☐ Writes all upper and lower case letters of alphabet.
- ☐ Uses phonics knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three- and four-letter words.
- ☐ Applies phonics to write independently, using temporary and/or conventional spelling.
- ☐ Uses basic punctuation and basic capitalization.
- ☐ Composes a variety of products (e.g., stories, journal entries, letters).

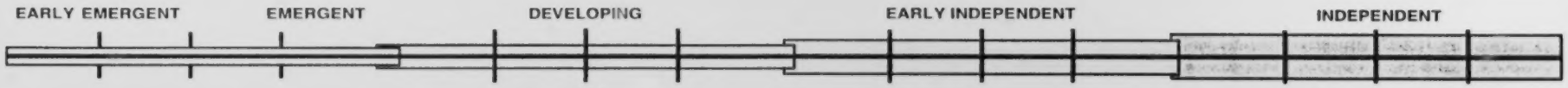
Second Grade

- ☐ Correctly spells, using previously studied words and spelling patterns in one's own writing.
- ☐ Represents with appropriate letters all the sounds of a word when writing.
- ☐ Begins to use formal language and/or literary language in place of oral language patterns, as appropriate.
- ☐ Plans and makes judgments about what to include in written products.
- ☐ With guided discussion, revises to clarify and refine writing.
- ☐ Given help with organization, writes structured, informative presentations and narratives.
- ☐ Attends to spelling, mechanics, and format for final products in one's own writing.

Third Grade

- ☐ Demonstrates and uses prewriting strategies (drawing, brainstorming, webbing, or story-boarding).
- ☐ Revises by adding and/or deleting for elaboration/clarification.
- ☐ Self-assesses own writing.
- ☐ Uses paragraphs to organize information.
- ☐ Uses concepts of order and time.
- ☐ Uses vocabulary, ideas, themes, and language structure from books in own writing.
- ☐ Writes a variety of literary, informational, and practical texts (fairy tale, poetry, recipes, news article, interviews, etc.).
- ☐ Writes to support ideas with reference to evidence presented in text.
- ☐ Demonstrates voice, sense of audience, purpose.

STAGES OF SPELLING AND WRITING



DOCUMENTATION

GRADE	TEACHER	GRADE	TEACHER	GRADE	TEACHER	GRADE	TEACHER
Date:		Date:		Date:		Date:	
Score:	Rubric Score:	Score:	Rubric Score:	Score:	Rubric Score:	Score:	Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):	
Date:		Date:		Date:		Date:	
Score:	Rubric Score:	Score:	Rubric Score:	Score:	Rubric Score:	Score:	Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):	
Date:		Date:		Date:		Date:	
Score:	Rubric Score:	Score:	Rubric Score:	Score:	Rubric Score:	Score:	Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):	
Date:		Date:		Date:		Date:	
Score:	Rubric Score:	Score:	Rubric Score:	Score:	Rubric Score:	Score:	Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):		Spelling Measure/Writing Sample (Title or Topic):	

BEST COPY AVAILABLE

1999

DEVELOPMENTAL SPELLING TEST

Teacher Directions

Pronounce each of these words slowly and carefully, allowing the child(ren) enough time to write it the best he/she can.

1. BACK
2. SINK
3. MAIL
4. DRESS
5. LAKE
6. PEEKED
7. LIGHT
8. DRAGON
9. STICK
10. SIDE
11. FEET
12. TEST

Answer Key

Children's responses at the various spelling stages are found in the table entitled: "Developmental Spelling Test Items and Illustrative Spellings at Each Stage." Examine student responses to identify the spelling stage where the child is currently functioning.

DEVELOPMENTAL SPELLING TEST AND ILLUSTRATIVE SPELLINGS AT EACH STAGE

Correct	Preliterate	Initial Consonant	Consonant Frame	Phonetic	Transitional
BACK	RE	BET	BC	BAK	*
SINK	E	C	SE	SEK	SINCK
MAIL	A	MM	MOL	MAL	MAEL
DRESS	S	DN	JS	GAS	DRES
LAKE	AH	L	LAE	LAK	LACE
PEEKED	TTT	PF	PT	PECT	PEKED
LIGHT	IEIX	LSIE	LAT	LIT	LIET
DRAGON	ATJA	JK	GAN	DAGN	DRAGIN
STICK	F	S	STC	SED	STIK
SIDE	TC	ST	CI	SID	CIDE
FEET	V	F	FT	FET	*
TEST	ABT	TS	TST	TAST	TEEST

*No transitional spellings were produced by the subjects for these words.

Source: Lou Ferroli and Timothy Shanahan, 1987. "Kindergarten Spelling: Explaining its Relation to First-Grade Reading" in J.E. Readence and R.S. Baldwin, Editors, *Research in Literacy: Merging Perspectives*. Thirty-Sixth Yearbook of the National Reading, pp. 93-99. Based on Darrell Morris and Jan Perney, 1984, "Developmental Spelling as a Predictor of First-Grade Reading Achievement," *Elementary School Journal*, 84 (March 1984) pp. 441-457. Copyright© 1984 by The University of Chicago Press.

Directions for Administering the Primary Spelling Inventory

This test is designed to assess the word knowledge primary students have to bring to the tasks of reading and spelling. Students are not to study these words because that would invalidate the purpose of this inventory which is to find out what they truly know. You can administer this same list of words three times: in September, January, and May to measure children's progress.

These words are ordered in terms of their relative difficulty for children in grades kindergarten to third. For this reason you need only call out the words which sample features your children are likely to master during the year. However, do call out enough words to give you a sense of the range of ability in your class. For kindergarten or early first grade you may only need to call out the first five to eight words. For first grade call out at least 15. For second and third grades use the entire list. You may want to go back and call out additional words for any children who are spelling most of the words correctly at the kindergarten or second grade level.

Testing. Call the words as you would for any test. Use them in a sentence to be sure your children know the exact word. Assure your students that this is not for a grade but to help you plan better for their needs.

Scoring the test. Copy a scoring sheet for each child and simply check off the features for each word which are spelled correctly according to the descriptors at the top. Add a point in the "correct" column for any word which is spelled entirely correct. Note that some words are scored for some features and not others and the number of possible points varies by words.

Assigning points and analyzing the results. Total the number of points under each feature and across each word. File the child's spelling test in his/her record/portfolio. The point score will give you a number which can be compared over time but the most useful information will be the feature analysis. Look down each feature column to determine the needs of individual students. After putting all the tests in order beginning with the highest total points, transfer the numbers to the class composite sheet to get a sense of your group as a whole and to form small instructional groups. Highlight children who are missing more than one on a particular feature. For example, a child who gets 6 of the short vowels correct can be considered in pretty good shape although some review work might be in order. A child who gets only 2 to 3 short vowels needs a lot of work on that feature.

Permission is granted to make unlimited copies of these materials for use by classroom teachers.

Used with permission
Dr. Francine Johnston
School of Education
UNCG

Class Composite for Primary Spelling Inventory

Total Pts _____

Teacher _____ School _____ Grade _____ Date _____

Name of the Child Possible Points	Initial Cons 8	Final Cons 8	Short Vowel 7	Digraph 6	Blend 11	Long V Pattern 8	Other Vowel 6	Inflected Endings 6	Correct	Total Points
1 fan	f	n	a							
2 pet	p	t	e							
3 dig	d	g	i							
4 mob	m	b	o							
5 rope	r	p				o-e				
6 wait	w	t				ai				
7 junk	j	k	u		-nk					
8 sled	s	d	e		sl					
9 stick			i	-ck	st					
10 shine				sh		i-e				
11 dream					dr	ea				
12 blade					bl	a-e				
13 coach				-ch		oa				
14 fright					fr	igh				
15 chewing				ch		ew		ing		
16 crawl					cr		aw			
17 camped					-mp			ed		
18 thorn				th			or			
19 shouted				sh			ou	ed		
20 spoil					sp		oi			
21 growl					gr		ow			
22 chirp				ch			ir			
23 clapped					cl			pped		
24 tires					tr			ies		
25 hiking								king		
Feature Totals										Total Pts

Highlight the students who miss more than 1 on a particular feature (or 2 for blends) - they will benefit from more instruction in that area.

Used with permission SW-13

Grades K-2 Literacy Assessment

Class Composite for Primary Spelling Inventory

Teacher _____ School _____ Grade _____ Date _____

Name of the Child Possible Points	Initial Cons 8	Final Cons 8	Short Vowel 7	Digraph 6	Blend 11	Long V Pattern 8	Other Vowel 6	Inflected Endings 6	Correct	Total Points
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										

Highlight the students who miss more than 1 on a particular feature (or 2 for blends) - they will benefit from more instruction in that area.

Stages of Spelling Development

Spelling is developmental. Most children go through phases as they learn standard spelling. Spelling is a process of integrating knowledge about individual words, common spelling patterns, and relationships between sounds and letters. Developing writers often use similar patterns of usage in their spelling. Writing samples are useful pieces of information in documenting spelling development over time. Analyzing writing samples for patterns in students' spelling provides evidence of student progress in moving toward conventional spelling and provides information for the teacher to use in instructional planning. By analyzing several samples of students' writing, teachers can determine what information a child has under control, what the student is confusing, and what the student does not know. These samples provide evidence for determining the general stage of student development at a particular time for documenting growth on the spelling and writing continuum. It is useful to analyze and notice spelling patterns a student can use and ones that s/he is learning to use for instructional purposes.

Grades K – 2 Literacy Assessment
STAGES OF SPELLING DEVELOPMENT

Early Emergent

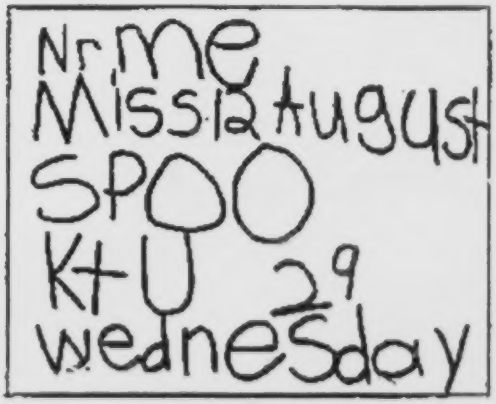
- Strings letters and numbers together demonstrating some knowledge of the alphabet.
- Possesses no knowledge of letter/sound correspondence.
- May not know left-to-right directionality.
- May include symbols as part of the word.
- Uses upper and lower case letters interchangeably.

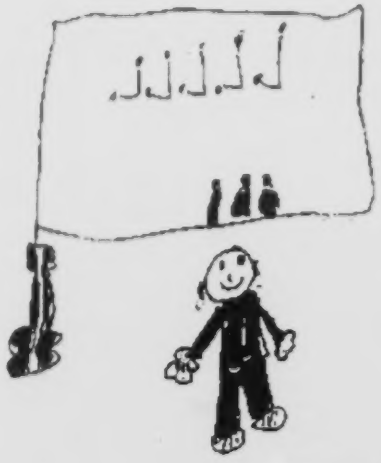
VTHV KASE WC RLO U/M.+ X B.

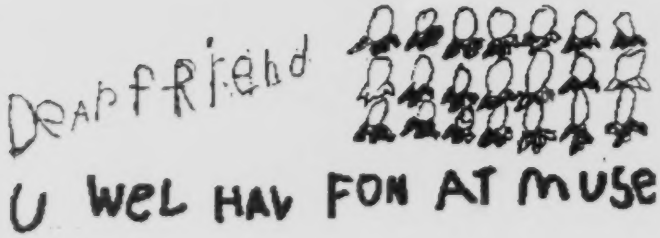
The tooth fairy is coming to my house.

Emergent

- Begins to use visual memory to spell some words conventionally (e.g., *Mom, Dad, Susan, John).*
- Uses one, two, or three letters to represent a word.
- Begins to use letter-sound correspondences.
- Uses letters to represent words with or without spacing.
- Often begins words with initial consonants.
- Often uses letter-name strategies.
- Begins to grasp left-to-right progression.
- May not be aware of word segmentation.



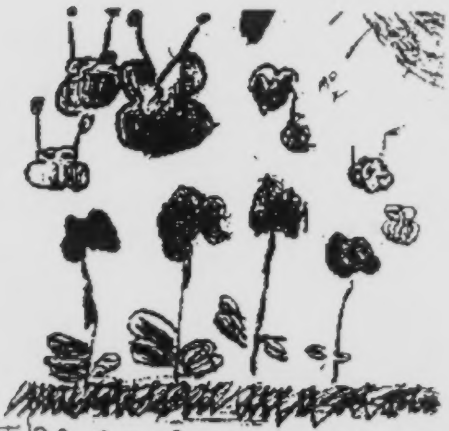




BEST COPY AVAILABLE

Developing

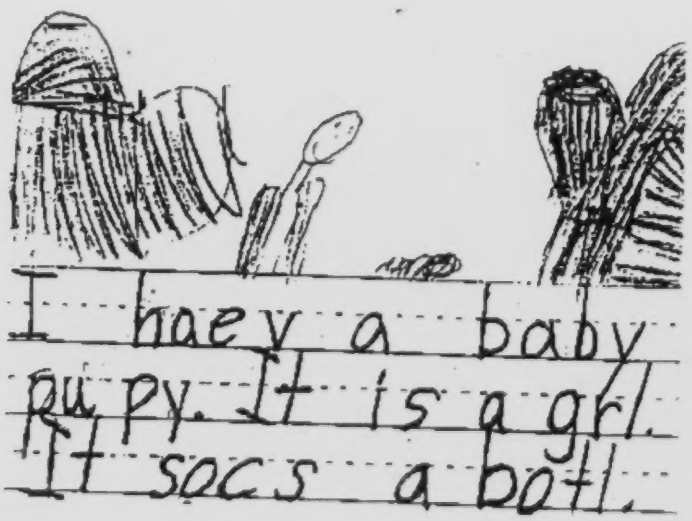
- Grasps letter/sound correspondences.
- May represent essential sounds in words.
- May be consistent in writing specific sounds with specific letters.
- May substitute incorrect letters with similar sounds.
- May omit nasal consonants.
- May add an incorrect vowel after a correct vowel.
- May represent past tense in different ways.
- May represent syllable with the letter *r* when the word contains *r* in the syllable.
- Clearly defines word segmentation and separation.



The BOTRFLIS R HALFe

The FLIWRS gRO.

My Kusun APRIL cameto play With me She playd BasBol She Brot HreBoyfrinde Hisname



Early Independent

- Uses vowels in every syllable.
- Uses nasals before consonants.
- Inserts vowel before the *r* at the end of the word.
- Adheres to basic conventions of English spellings, (e.g., *eightee* for *eighty*)
- Uses more conventionally spelled words in writing.
- Spells a greater percentage of words conventionally.
- Attempts to use rules.
- Uses vowel digraphs and consonant blends.
- Spells inflectional endings correctly, (e.g., *-s, -'s, -ing, -est*).

11-18-92

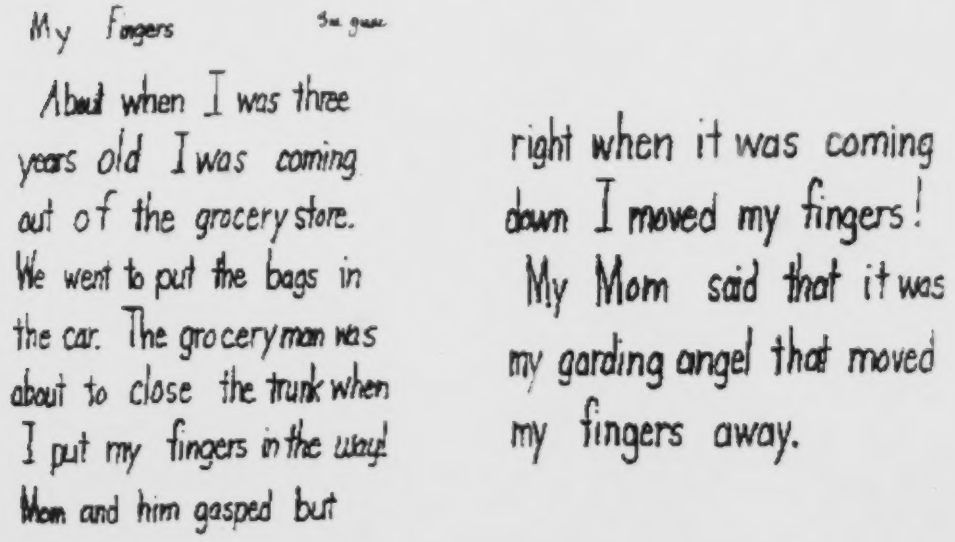
The hamstr got away. It's name is molleey. It's a she. She has got away two times. The hamstr is brown and white. I like the hamstr. Do you like the hamstr? I do. It is litt le. Mr ledfod bokt for the hamstr The hamstr is

the hamstr fun too look at. Do you thank the hamstr is fun to look at? And the hamstr eaytid a holl out of the pumpking to. The hamstr is lost.

Independent

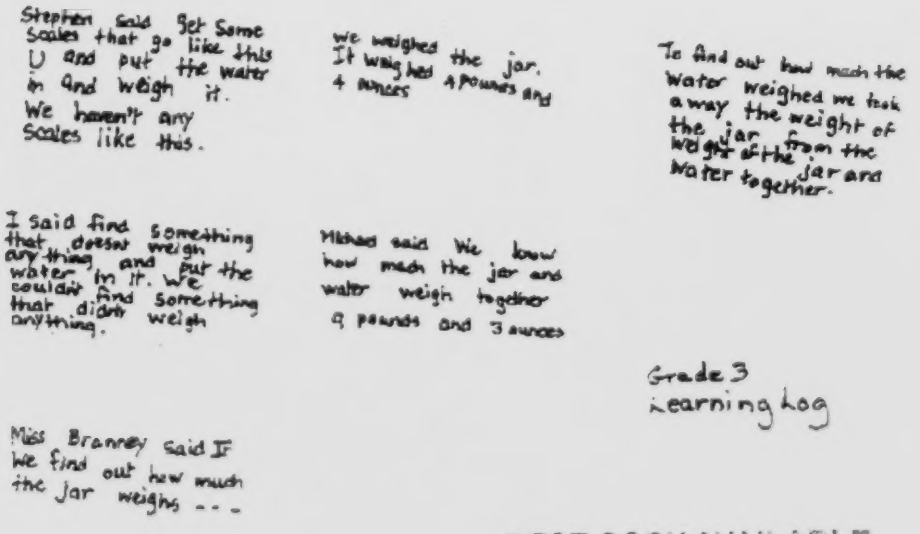
- Usually occurs around age 8 or 9.
- Demonstrates knowledge of prefixes, suffixes, compound words, and silent consonants.
- Gains knowledge of generalizations and uses them in new situations, (e.g., -ing, -ed, -er, -est).
- Masters uncommon spelling patterns in words with irregular spellings.
- Recognizes incorrect spellings and can suggest alternatives.
- Spells large body of words automatically and fluently.

(Gentry, 1994; Snowball and Bolton, 1993)



My Fingers

About when I was three years old I was coming out of the grocery store. We went to put the bags in the car. The grocery man was about to close the trunk when I put my fingers in the way! Mom and him gasped but right when it was coming down I moved my fingers! My Mom said that it was my garding angel that moved my fingers away.



Stephen said Get Some Scales that go like this U and put the water in and weigh it. We haven't any Scales like this.

we weighed the jar. It weighed 4 pounds and 4 ounces

To find out how much the water weighed we took away the weight of the jar from the weight of the jar and water together.

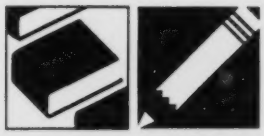
I said find something that doesn't weigh anything and put the water in it. We couldn't find something that didn't weigh anything.

Michael said We know how much the jar and water weigh together 9 pounds and 3 ounces

Grade 3
Learning Log

Miss Branney said If we find out how much the jar weighs - - -

BEST COPY AVAILABLE



Grades K – 2 Literacy Assessment

SPELLING AND WRITING CONTINUUM SUMMATIVE PROFILE
Collecting Writing Samples

General Instructions

1. Kindergarten, first and second grade students do not take an actual writing test. To provide consistency in evaluation and to keep the writing assessment as close to what students do in the classroom as possible, kindergarten, first, and second grade teachers will collect at least one writing sample from each student within the first six weeks of the school year. These samples should reflect students' writing development. Students may demonstrate use of portions of the writing process. (See the *Grade Level Competencies in Spelling and Writing* and *Writing in the Real World: The Primary Grades* for appropriate expectations.)

2. Within the last month of the school year, the teacher will collect one or more additional narrative writing samples.

3. The beginning and ending writing samples should be unassisted, which means that the teacher may not give the child any help.

4. The teacher should maintain a classroom environment that supports a good writing effort from each child. The environment should reflect typical daily classroom writing opportunities.

5. The teacher may follow normal pre-writing procedures. The teacher does not need to remove word charts, dictionaries, or other word lists that have been a part of his/her on-going program.

Kindergarten Rubric for Spelling and Writing Assessment

Score Point 4 (Developing/Typically *end* of first grade)
Writes short, patterned, or repetitive sentences on a topic
Relates sentences to topic
Uses some detail which may be presented in a list-like form
Uses temporary spelling which contains many phonetic elements
Uses temporary spelling which can generally be read by others
Spells many high frequency words correctly
Includes some capital letters and end punctuation

Score Point 3 (Emergent/Typically *end* of kindergarten)
Writes one or two thoughts, sentences, or bare ideas
Focuses on theme or topic
Uses phrases, single words, captioned pictures, and/or single consonant sounds to express ideas
Uses upper and lower case letters interchangeably
Writes left-to-right, top-to-bottom
Uses some spacing
Spells some familiar words correctly (cat, dog, mom, dad)
Uses oral language structures
Uses temporary spelling (mostly consonants)

Score Point 2 (Early Emergent/Typically *beginning* of kindergarten)
Uses pictures and/or letter strings to express ideas
Copies words and labels from environment
Spells one to three familiar words correctly
Uses one or two letters to write words
Uses upper and lower case letters indiscriminately
Writes own name

Score Point 1(Preliterate/Typically *preschool)*
Draws pictures with little detail
Writes known letters and letter-like shapes and numerals
Places letters on page indiscriminately
Attempts to write own name

Grade 1 Rubric for Spelling and Writing Assessment

Score Point 4 (Early Independent/Typically *end* of second grade)
Writes a series of ideas in an organized, sequential manner
Uses varied sentence patterns and lengths
Uses literary language, formal language, and oral language patterns
Includes descriptive detail and/or elaboration
Includes some elements of expressive and descriptive language
Uses correct capitalization and end punctuation most of the time
Uses more standard than temporary spelling
Spells most high frequency words correctly

Score Point 3 (Developing/Typically *end* of first grade)
Writes short, patterned, or repetitive sentences on a topic
Relates sentences to topic
Uses some detail which may be presented in a list-like form
Uses temporary spelling which contains many phonetic elements
Uses temporary spelling which can generally be read by others
Spells many high frequency words correctly
Includes capital letters and end punctuation

Score Point 2 (Emergent/Typically *end* of kindergarten)
Writes one or two thoughts, sentences, or bare ideas
Focuses on theme or topic
Uses phrases, single words, captioned pictures, and/or single consonant sounds to express ideas
Uses upper and lower case letters interchangeably
Writes left-to-right, top-to-bottom
Uses some spacing
Spells some familiar words correctly (cat, dog, mom, dad)
Uses oral language structures
Uses temporary spelling (mostly consonants)

Score Point 1 (Early Emergent/Typically *beginning* of kindergarten)
Uses pictures and/or letter strings to express ideas
Copies words and labels from environment
Spells one to three familiar words correctly
Uses one or two letters to write words
Uses upper and lower case letters indiscriminately
Writes own name

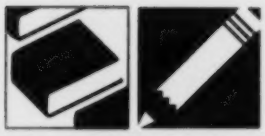
Grade 2 Rubric for Spelling and Writing Assessment

Score Point 4 (Independent/Typically *end* of third grade)
Shows organization or sense of story (has clear beginning, middle, and end)
Uses vocabulary, ideas, and language structures from experiences and books
Connects related ideas smoothly and/or logically
Uses varied sentence patterns and lengths
Includes elements of expressive and descriptive language
Uses strong verbs
Expresses several ideas to add detail and elaboration
Shows excitement, humor, suspense, dialogue, and/or some other creative element
Generally uses standard end punctuation and capitalization
Spells most words correctly

Score Point 3 (Early Independent/Typically *end* of second grade)
Writes a series of ideas in an organized, sequential manner
Uses varied sentence patterns and lengths
Uses literary language, formal language, and oral language patterns
Includes descriptive detail and/or elaboration
Includes some elements of expressive and descriptive language
Uses correct capitalization and end punctuation most of the time
Uses more standard than temporary spelling
Spells most high frequency words correctly

Score Point 2 (Developing/Typically *end* of first grade)
Writes short, patterned, or repetitive sentences on a topic
Relates sentences to topic
Uses some detail which may be presented in a list-like form
Uses temporary spelling which contains many phonetic elements
Uses temporary spelling which can generally be read by others
Spells many high frequency words correctly
Includes capital letters and end punctuation

Score Point 1 (Emergent/Typically *end* of kindergarten)
Writes one or two thoughts, sentences, or bare ideas
Focuses on theme or topic
Uses phrases, single words, captioned pictures, and/or single consonant sounds to express ideas
Uses upper and lower case letters interchangeably
Writes left-to-right, top-to-bottom
Uses some spacing
Spells some familiar words correctly (cat, dog, mom, dad)
Uses oral language structures
Uses temporary spelling (mostly consonants)



Grades K – 2 Literacy Assessment

SPELLING AND WRITING

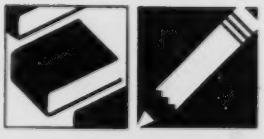
Children need to write for a variety of purposes and in a variety of forms. The following checklist can guide teachers in their assessment and documentation.

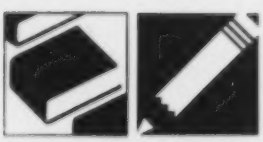
Writing Checklist

Name _____ Date _____

		learning log	
		letter - business	
		letter - friendly	
ABC book		lists, labels	
advertisement		map	
autobiography		message	
biography		myth, legend	
booklet		narrative	
comic strip		newspaper	
chart/diagram/poster		notes	
cluster		persuasive piece	
comparison		play	
contrast		planning list	
description		poetry	
directions		procedure	
fable		question chart	
fairy tale		recipe	
fantasy story		information report	
greeting card		rules and regulations	
interview		trip log	
invitation		sign	
joke and riddle		wish list	
journal - dialogue		web	
journal - reading response			

TARGETED ASSESSMENT OF READING COMPETENCIES





BOOK AND PRINT AWARENESS

Grades K – 2 Literacy Assessment

BOOK AND PRINT AWARENESS INTRODUCTION

Book and Print Awareness tasks assess the kindergartener's concepts about print and how written language is used by readers and writers. These concepts are necessary foundational skills that facilitate learning to become an independent reader and writer.

Most students learn these concepts before the end of the kindergarten year. When students do not consistently demonstrate use of these concepts in oral reading by the end of kindergarten, instruction in first grade will need to begin with these concepts as the students are taught other foundational skills.

Tools for Assessment of Book and Print Awareness may include:

- Book and Print Awareness Individual Checklist using any children's book
- Book and Print Awareness Individual Checklist using **What Would You Like?** (Sunshine Reading, The Wright Group)
- Book and Print Awareness Observation Checklist

Assessment of Book and Print Awareness is best done individually within the **first six to nine weeks** of the kindergarten year for early emergent, and/or emergent readers.

Assessment of Book and Print Awareness is done during the last month of the school year to provide documentation of the student's achievement level and information which may be useful to the first-grade teacher.

Expectations for Book and Print Awareness competencies:

Midyear of Kindergarten

Knows:

- ✓ Front of the book
- ✓ Back of the book
- ✓ Title
- ✓ Begins at left side of a page
- ✓ Moves left-to-right across line of text

End of Kindergarten

- ✓ Knows return sweep at the end of a line
- ✓ Knows concept of a word
- ✓ Identifies first, last letter in a word
- ✓ Shows embedded letters: one, two
- ✓ Shows first, last word on a page
- ✓ Names letters on a page
- ✓ Shows a capital and lower case letter
- ✓ Shows punctuation mark: period
- ✓ Shows one-to-one matching while teacher reads

Grades K – 2 Literacy Assessment

BOOK AND PRINT AWARENESS INDIVIDUAL CHECKLIST

Directions for Completing Book and Print Awareness Individual Checklist for Early Emergent, and/or Emergent Readers

- Select a children's book that is suitable for assessing all items on the **Book and Print Awareness Individual Checklist**.

  Recommended titles include:

  The Chick and the Duckling (Aladdin Books)

  What Would You Like? (Wright Group)

  Where Are You Going Aja Rose? (Wright Group)

  Home For A Dinosaur (Troll)

  Here Comes Winter (Troll)
- Sit at a table beside the child as if you were sharing a book together.
- Follow the script prescribed in the **Book and Print Awareness Individual Checklist Administration Guide**.
- Record each response on the checklist.
- If the child does not understand the task, repeat the question. If the child is unable to respond, continue to the next item.
- Record any significant information about the child's knowledge/performance in the comments section.
- Identify any items that need to be a focus for instruction and assessment.
- Tally the number of items correct.
- Record the **Book and Print Awareness Score** on the ***Grades K-2 Literacy Assessment: Reading Continuum Summative Profile***.
- *Note: Space is provided for more than one assessment.*

Administer individually as follows:

Kindergarten:	Within the first six to nine weeks of school and within the last month as needed for early emergent, and/or emergent readers
Grade 1:	Within the first six to nine weeks of school and within the last month as needed for early emergent readers
Grade 2:	As needed for early emergent, and/or emergent readers

Grades 1 – 2 Literacy Assessment
ADMINISTRATION GUIDE
BOOK AND PRINT AWARENESS INDIVIDUAL CHECKLIST

CONCEPTS	PROMPTS	RESPONSES/SCORES
1. THE FRONT OF THE BOOK Give the book to the child with the spine toward child in a vertical position.	"Show me the front of this book."	One point for correct response.
2. THE BACK OF THE BOOK	"Show me the back of this book."	One point for correct response.
3. THE TITLE	"Show me the name of this book or story."	One point for pointing to title on cover or title page.
4. WHERE TO BEGIN READING THE STORY	"Show me with your finger where I have to begin reading."	One point for pointing to the first word.
5. THE DIRECTION IN WHICH TO READ (left-to-right)	"Show me with your finger which way I go as I read this page."	One point for moving left-to-right on page with finger.
6. WHERE TO GO AT THE END OF THE LINE	"Where do I go then?"	One point for return sweep (top line to bottom line.)
USE FINGERS OR SMALL RECTANGULAR-SHAPED CARDS TO FRAME THE RESPONSES FOR ITEMS 7, 8, 9, AND 10		
7. ONE WORD/TWO WORDS	"Move your fingers (or the cards) until I can see one word. Now, show me two words."	One point for BOTH correct responses.
8. FIRST LETTER IN A WORD	"Show me the first letter in a word."	One point for correct response.
9. LAST LETTER IN A WORD	"Show me the last letter in a word."	One point for correct response.
10. ONE LETTER/TWO LETTERS	"Move your fingers (or the cards) and show me one letter. Now, show me two letters."	One point for BOTH correct responses.
11. FIRST WORD ON THE PAGE	"Use your finger to show me the first word on this page."	One point for pointing to the first word on the page.
12. LAST WORD ON THE PAGE	"Use your finger to show me the last word on this page."	One point for pointing to the last word on the page.

BEST COPY AVAILABLE

CONCEPTS	PROMPTS	RESPONSES/SCORES
13. NAMING THREE LETTERS ON THE PAGE	"Show me three letters that you know on this page and tell me the name of each one."	One point for pointing and correctly naming three letters.
14. A CAPITAL LETTER	"Use your finger or (the cards) to show me a capital letter."	One point for pointing to a capital letter.
15. A SMALL LETTER	"Use your finger (or the cards) to show me a small letter."	One point for pointing to a small letter.
16. ONE-TO-ONECORRESPONDENCE OR WORDS AS TEACHER READS ONE PAGE (Voice-print matches)	"You point to the words while I read the story." (Read slowly, but fluently.)	One point for one-to-one matching of print with spoken word.
POINT TO OR TRACE WITH A PENCIL THE PUNCTUATION MARKS IN ITEMS:		
17. PERIOD (.)	"What is this called?"	One point for naming and/or demonstrating an understanding of what each punctuation mark means.
18. QUESTION (?)	"What is this called?"	
19. EXCLAMATION (!)	"What is this called?"	
20. QUOTATION (")	"What is this called?"	

Adapted from Marie Clay's *Concepts About Print* and Yetta Goodman and B. Attwerger's *Preschoolers' Book Handling Knowledge* and the work of David Doake.

Grades K – 2 Literacy Assessment

BOOK AND PRINT AWARENESS INDIVIDUAL CHECKLIST

For Early Emergent/Emergent Readers

(Using a children's book)

Number correct = score for Book and Print Awareness

Code: [✓] Item correctly demonstrated
[–] Item incorrectly demonstrated

Title of Book: _____

Student: _____

School: _____

Grade Level: _____

	DATE	DATE	COMMENTS:
The student <u>POINTS</u> to:			1st Assessment Date_____Score [/20] Comments:
1. the front of the book			
2. the back of the book			
3. the title			
4. where to begin reading the story			
5. the direction in which to read (left-to-right)			
6. where to go next at the end of the line			
7. one word/two words (frames)			
8. first letter in a word			
9. last letter in a word			
10. one letter/two letters			2nd Assessment Date_____Score [/20] Comments:
11. first word on the page			
12. last word on the page			
13. <u>NAMES</u> any three letters on the page (_ _ _)			
14. a capital letter			
15. a small letter			
16. points to words one-to-one as teacher reads one page (voice-print matches)			
17. period (.)			
18. question mark (?)			
19. exclamation mark (!)			
20. quotation marks (")			

SCORE # ___(✓) ___(✓)

Grades K – 2 Literacy Assessment

BOOK AND PRINT AWARENESS INDIVIDUAL CHECKLIST

For Early Emergent/Emergent Readers

(Using a children's book)

Number correct = score for Book and Print Awareness

Code: ✓ Item correctly demonstrated

– Item incorrectly demonstrated

Title of Book: _____

Student: _____

School: _____

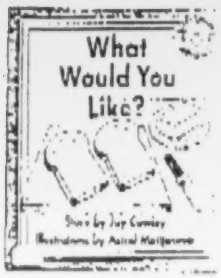
Grade Level: _____

The student POINTS to:	DATE 8/12	DATE 5/20	COMMENTS:
1. the front of the book	—	✓	1st Assessment Date 8/12 Score 9/20
2. the back of the book	✓	✓	Comments: (1) Showed back
3. the title	—	✓	(2) Held book upside down, pointed to pic "He's eating."
4. where to begin reading the story	✓	✓	
5. the direction in which to read (left-to-right)	—	✓	(5) Pointed R←L
6. where to go next at the end of the line	✓	✓	(17) called a "checkmark"
7. one word/two words (frames)	—	—	(7) Showed pictures (18), (19), (20) don't know
8. first letter in a word	✓	✓	
9. last letter in a word	—	—	(9) k is like (12) last ltr. (16) Little finger didn't move
10. one letter/two letters	✓	—	2nd Assessment Date 5/20 Score 14/20
11. first word on the page	✓	✓	Comments:
12. last word on the page	—	✓	(1) First showed "how," then "oo"
13. and NAMES any three letters on the page (_ _ _)	✓	✓	(9) Showed last wd. on page (10) Showed "this" and "the"
14. a capital letter	✓	✓	
15. a small letter	✓	✓	(18 – 20) don't know
16. words one-to-one as teacher reads one page (voice-print matches)	—	✓	
17. period (.)	—	✓	
18. question mark (?)	—	—	
19. exclamation mark (!)	—	—	
20. quotation marks (")	—	—	
SCORE	# 9 (✓)	14 (✓)	

BEST COPY AVAILABLE

What Would You Like?

by Joy Cowley



"I'm going to read you this story but I want you to help me."
(Pass the book to the child holding the book vertically by outside edge, spine towards the child.)

1. "Show me the front of this book."
2. "Show me the back of this book."
3. "Show me the name of this story or book."

"What would you like in your sandwich?"

2

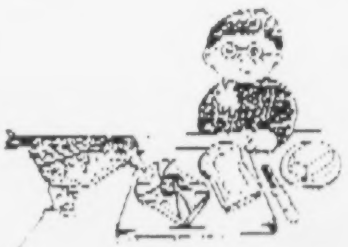
"I'll read this page. You help me."

4. "Show me with your finger where I have to begin reading."

(Read the text.)

5. "Show me three letters that you know on this page and tell me the name of each one."

"Would you like a spider?"
"No, I wouldn't!"



4

6. "Show me with your finger which way I go as I read this page."
7. "Where do I go then?"

(Read the text.)

"Would you like a mouse?"
"No, I wouldn't!"

6

(Read the text.)

8. "Use your cards to show me a capital letter."
9. "Use your cards to show me a small letter."

"Would you like a grasshopper?
"No, I wouldn't!"

8

10. "Look at this page. You point to it while I read it."

(Read slowly, but fluently.)

Printed with permission: The Wright Group, 19201 120th Ave. NE, Bothel,WA 98011, (425) 486-8011.

BEST COPY AVAILABLE

"Would you like a fat worm?' 'No, I wouldn't!'

10

(Read the text.)

11. "What's this for?"
(Point to or trace with a pencil, the question mark.)
12. "What's this for?"
(Point to or trace with a pencil, the exclamation mark.)

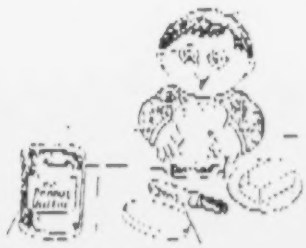
"Would you like peanut butter?"

12

(Read the text.)
13. "What's this for?"
(Point to or trace with a pencil, the quotation marks.)

"Yes, I would!"

14



(Read the text.)

"I like peanut butter."

16

(Read the text.)

14. "What's this for?"
(Point to or trace with a pencil, the period.)

BEST COPY AVAILABLE

"Would you like peanut butter?"

12

Let's go back to this part of the story." (pg. 12) "This says"
(Read the text.)

15. "Use the cards and show me one word. Now show me two words."
16. "Show me the first letter in a word."
17. "Show me the last letter in a word."
18. "Show me one letter. Show me two letters."
19. "Show me the first word on this page."
20. "Show me the last word on this page."

Printed with permission: The Wright Group, 19201 120th Ave. NE, Bothel,WA 98011, (425) 486-8011

Grades K – 2 Literacy Assessment

BOOK AND PRINT AWARENESS CHECKLIST

For Early Emergent/Emergent Readers

***What Would You Like?*, by: Joy Cowley**
(Sunshine Reading, The Wright Group)

Number correct = score for Book and Print Awareness

Code: ✓ Item correctly demonstrated
– Item incorrectly demonstrated

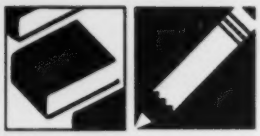
Student: _____
School: _____
Grade Level: _____

The student **POINTS** to:	DATE	DATE	COMMENTS:
1. the front of the book			1st Assessment Date_____Score ___/20 Comments:
2. the back of the book			
3. the title			
4. where to begin reading the story			
5. NAMES any three letters on the page (_ _ _)			
6. the direction in which to read (left-to-right)			
7. where to go next at the end of the line			
8. a capital letter			
9. a small letter			
10. points to words one-to-one as teacher reads one page page (voice-print matches)			
11. question mark (?)			2nd Assessment Date_____Score ___/20 Comments:
12. exclamation mark (!)			
13. quotation mark (")			
14. period (.)			
15. one word/two words (frames)			
16. first letter in a word			
17. last letter in a word			
18. one letter/two letters			
19. first word on the page			
20. last word on the page			

142

SCORE (Numer of items correctly demonstrated) # ___(✓) ___(✓)

Checklist produced by Jackie England, Richmond County, October, 1997.



Grades K – 2 Literacy Assessment

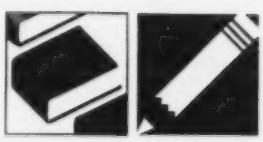
BOOK AND PRINT AWARENESS OBSERVATION CHECKLIST

STUDENT _____ DATE _____ GRADE _____

Date each item on the checklist when mastery is demonstrated.

	DATE	DATE
Knows text is for reading	_____	_____
Recognizes the front and back of a book	_____	_____
Identifies where to begin reading on a page	_____	_____
Knows that print conveys meaning (not pictures)	_____	_____
Turns the pages of a book sequentially	_____	_____
Recognizes the title of a book	_____	_____
Recognizes the author of a book	_____	_____
Reads environmental print such as STOP, Pepsi, McDonalds	_____	_____
Demonstrates concept of letter and points to a letter on a page	_____	_____
Demonstrates concept of word and points to a word on a page	_____	_____
Recognizes print goes from left to right	_____	_____
Demonstrates return sweep	_____	_____
Realizes there are spaces between words	_____	_____
Recognizes the purpose of a period	_____	_____
Recognizes the purpose of a comma	_____	_____
Identifies an upper-case letter	_____	_____
Identifies a lower-case letter	_____	_____
Identifies a word that starts with a given letter	_____	_____
Indicates which word is the first word on the page	_____	_____
Recognizes the purpose of quotation marks	_____	_____
Number correct/20	_____	_____

Adapted from Alternative Assessment Techniques for Reading and Writing. W. Miller. 1995



PHONEMIC AWARENESS

Grades K – 2 Literacy Assessment
ASSESSMENT OF PHONEMIC AWARENESS

Phonemic awareness is the understanding that words are made up of individual sounds that can be heard and analyzed. Phonemic awareness is a foundation skill that facilitates an understanding of the alphabetic principle and the development of decoding skills. This skill is developed through oral language activities that occur simultaneously with learning letter names, writing letters, and learning book and print awareness concepts.

The **development of phonemic awareness** skills is a process that continues over several years and can be fostered by listening to and reading nursery rhymes, listening to books read aloud by the teacher, listening to and reading simple poems, and using invented spelling to write meaningful messages. Phonemic awareness develops along a continuum of separating words, hearing different and similar sounds, distinguishing parts of words (onsets and rimes) and syllables, and hearing individual sounds (phonemes) within words. (See Tables of **Phonemic Awareness Development** and **Level of Phonemic Awareness Tasks (page PA-3**.)) This skill also requires an understanding of the importance of the sequence of words and sounds. Students in kindergarten and first grade become increasingly aware of word and phoneme units in oral language. This awareness is then used to build an understanding of how written language is recorded by writers and decoded by readers.

Children develop phonemic awareness in individual patterns and at individual rates during the early years. Assessment of phonemic awareness should fit the individual pattern and rate of development for emergent and developing readers. Assessment of phonemic awareness should be done **within the first six to nine weeks of the kindergarten year** to determine instructional needs, then continued periodically during the year to monitor children's progress. At the end of the kindergarten year, the teacher needs to select an assessment task that documents the student's current level of understanding.

Children who enter kindergarten already reading may have phonemic awareness skills under control, and the teacher will need to document the acquisition of the skill by using the **Phonemic Awareness Inventory (page PA-5)** and determining the oral reading level of the child. For example, if kindergarten students can identify the beginning consonant sound and letter when the **Phonemic Awareness Inventory** is administered and can read Level 4 texts independently, no further assessment of phonemic awareness is needed at the beginning of the school year. At the end of the kindergarten year, teachers can select a task from the **Assessment of Phonemic Awareness Competencies (First Grade)** to document progress in students' development of phonemic awareness.

Grades K – 2 Literacy Assessment
ASSESSMENT OF PHONEMIC AWARENESS

To assess phonemic awareness, teachers need to select and administer tasks that are appropriate for individual students using both informal observation and their knowledge of individual children.

The documentation provided by the kindergarten teacher should be used by the first grade teacher to plan instruction that will provide a continuum of development. First grade teachers may need to assess some children within the first six to nine weeks of school, to continue assessments during the year to monitor progress, and to use assessment at the end of first grade to document students' understanding of phonemic awareness. On the other hand, first grade students who exhibit good progress in writing and who read increasingly more complex texts demonstrate awareness and application of the use of phonemes; writing samples and oral reading records document the application of this skill.

Tools for the assessment of phonemic awareness may include:

- Phonemic Awareness Inventory
  A screening tool for early emergent and emergent readers

- Assessment of Phonemic Awareness Competencies
  Phonemic Awareness Screening
  A diagnostic tool to assess each competency using two tasks (teachers select)

- Yopp-Singer Test of Phoneme Segmentation
  A screening tool for emergent readers

- Rosner's Test of Auditory Analysis Skills
  A screening tool for developing readers

The phonemic awareness assessments need to be **completed and recorded by the teacher as each task is administered to an individual student.** These responses indicate a pattern of development and provide information needed for planning instruction. Therefore, phonemic awareness assessment is best done **by midyear** for kindergarten and first grade students, and **during the last month of school** for all children who have not demonstrated proficiency in using phonemic awareness to read and write.

Grades K – 2 Literacy Assessment

ASSESSMENT OF PHONEMIC AWARENESS

PHONEMIC AWARENESS DEVELOPMENT

Typically Mastered By Age	Phonemic Awareness Skill
3	Reciting Rhymes
	Rhyme by Pattern
	Alliteration
4	Syllable Counting (50%)
5	Syllable Counting (90%)
6	Initial Consonant Matching
	Blending 2 to 3 Phonemes
	Onset-Rime Division
	Rhyme Identification
7	Blending 3 Phonemes
	Segmentation of 3 to 4 Phonemes
	Temporary Spelling
	Phoneme Deletion
8	Consonant Cluster Segmentation
	Phoneme Deletion within Clusters

LEVEL OF PHONEMIC AWARENESS TASKS

Easy Level (Early Emergent)

Awareness of Sounds
Awareness of Gross Differences in Sounds of Words
Awareness of Rhyme

Segmentation of Oral Speech in Word Units

Segmentation of Words into Syllables

Intermediate Level (Emergent, Developing)

Awareness of Initial Consonant Segments
Alliteration and Awareness that Two Words Begin with the Same Sound
Awareness and Segmentation of Onset and Rime

Difficult Level (Developing)

Phonemic Synthesis (Blending of Phonemes and Syllables)
Phoneme Segmentation
Phonemic Manipulation
Additions, Deletions, Substitutions, and Reversals

Developmental Sequence based on work of Ball (1993), Liberman et al. (1989), and Wagner & Torgesen (1987.)
Levels of Tasks based on work of P. Griffith and M. Olson (1992).

EXPECTATIONS FOR PHONEMIC AWARENESS COMPETENCIES

KINDERGARTEN

Midyear of Kindergarten	End of Kindergarten
•Recognizes rhyming words	•Identifies words that begin with the same sound
•Knows words are made up of sounds	•Given a word orally, names first sound heard
•Repeats words orally	•Articulates words slowly to elongate sounds of words
•Knows print is speech written down	•Attempts to represent sounds in words by saying a word slowly and elongating the sounds to analyze the word
	•Recognizes two or more words that end with the same sound

FIRST GRADE

Midyear of First Grade	End of First Grade
•Counts syllables in a word	•Can change the beginning, middle, and ending sounds to produce new words
•Blends the phonemes of one-syllable words	•Records consonant sounds in correct sequence in own writing
•Segments phonemes of one-syllable words	•Uses analysis of known words to identify vowel sounds and record vowel patterns
•Uses analysis of known words to identify beginning sounds in own writing	•Recognize the need for flexible use of phonemic awareness to use all cues in integrated manner: i.e., words can sound the same and have different spelling patterns (be,bee) and words can have the same spelling patterns and sound different (read, read)
•Recognizes that some words can be analyzed by using sounds and other words must be learned as visual patterns (that, they)	

Grades K – 2 Literacy Assessment
PHONEMIC AWARENESS INVENTORY

STUDENT _____ DATE _____ GRADE _____

Identifying Rhyme

(Suggested for Beginning and Midyear Kindergarten or Emergent Readers)

Teacher says three words and asks the child to say these words. Then, the teacher asks the child to tell which two words rhyme.

Demonstrate with Item 1. If the child is not able to give an answer or gives an incorrect answer, tell the child two rhyming words and mark the practice item.

Say: "Listen to these words. You say those three words. Two of the words rhyme because they sound the same at the end. Which two words rhyme?"

Record ✓ if the response is correct. Record the child's response if the item is incorrect.

				RESPONSE
Demonstration:				
	bed	horse	red	✓
	dog	black	crack	dog black
1.	sky	blue	do	
2.	white	bird	light	
3.	moon	dot	hot	
4.	boat	coat	grow	
5.	fish	wish	with	
6.	get	pet	meat	
7.	mitten	kitten	candy	
8.	ball	all	boy	
9.	lunch	punch	push	
10.	fun	sun	dog	

Number Correct _____/10

STUDENT _____ CLASS _____ DATE _____ GRADE _____

Identifying Words that Start the Same (Dominant Consonants)

(Suggested for Beginning and Midyear Kindergarten and Emergent Readers)

The teacher says the word and asks the child to say the **word**. Then the teacher asks the child which word begins like this.

Say: "Listen while I say a word. DOG. You say that word. Listen again. LOOK. DOOR Which one starts like DOG?"

Record a ✓ if the response is correct. Record the child's response if it is incorrect.

				Response
Demonstration:				
	dog	look	door	✓
	rock	rabbit	sock	sock
1.	rat	run	look	_____
2.	bear	come	big	_____
3.	king	lion	kite	_____
4.	cat	apple	can	_____
5.	horse	pony	home	_____
6.	fox	frog	goat	_____
7.	pig	farm	put	_____
8.	gorilla	boy	go	_____
9.	tiger	town	whale	_____
10.	mouse	man	like	_____
11.	snake	snail	train	_____
12.	lion	lunch	bus	_____
13.	wagon	car	water	_____
14.	down	does	turn	_____
15.	ship	shut	come	_____
			Number Correct	_____/15

STUDENT _____ CLASS _____ DATE _____ GRADE _____

Identifying Number of Sounds in a Word

The teacher articulates the word in a deliberate manner without stopping between each phoneme and asks the child to tell how many sounds s/he hears in this word. Demonstrate, using Item 1. Sounds, not letters should be identified.

Say: "Listen while I say a word slowly. /t/ /ŏ/ /p/" (Don't stop between sounds.)
"How many sounds did you hear in /t/ /ŏ/ /p/?"

Record a ✓ if the response is correct. Record the child's response if it is incorrect.

		RESPONSE			RESPONSE
Demonstration:					
	t-o-p (3)	✓			
1.	p-ĭ-g (3)	_____	6.	b-r-ā-ve (4)	_____
2.	m-o͞o-n (3)	_____	7.	c-ā-k-e (3)	_____
3.	f-ă-s-t (4)	_____	8.	s-e͞e (2)	_____
4.	b-ŭ-s (3)	_____	9.	d-r-ĕ-ss (4)	_____
5.	n-o͞ (2)	_____	10.	h-ă-n-d (4)	_____

Number Correct _____/10

STUDENT _____ CLASS_____ DATE _____ GRADE _____

Identifying a Word When Phonemes Are Separated (Blending)

(Suggested for End of Kindergarten)

The teacher says the onset of a word, pauses, says the rime, and asks the child to say the word. (Pause between the onset and the rime, but don't separate the sounds.) Say: "Listen to the word I say. /s/ /ō/ /p/. What word have I said?" Record a ✓ if the response is correct. Record the child's response if it is incorrect.

	RESPONSE		RESPONSE
Demonstration:			
s oap	✓	6. m ust	
m atch	mat	7. pl ay	
1. c an		8. r ed	
2. st op		9. cr y	
3. l ike		10. s ay	
4. n ut			
5. p ig		**Number Correct** _____/10	

Identifying the Beginning Consonant Sound and Letter (Dominant Consonants)

The teacher articulates a word and asks the child to say the sound s/he hears at the beginning of the word and name the letter at the beginning of that word. Say: "Listen to the word I say. FACES. What sound did you hear at the beginning of FACES? What letter would you see at the beginning of FACES?

Record a ✓ if the response is correct. Record the child's response if it is incorrect.

	Sound	Letter		Sound	Letter
faces	✓	✓	8. pig		
see	✓	c	9. horns		
1. mouth			10. love		
2. rain			11. golden		
3. sun			12. jeep		
4. too			13. down		
5. cow			14. nice		
6. dot			15. where		
7. baby			Number Correct	_____/15	_____/15

Phonemic Awareness Screening

Directions:

Read the following innovation of the nursery rhyme, "Jack and Jill," to the student. The student should be listening and not looking at print.

Tell the child you will read her/him a poem about two children who are like Jack and Jill.

Kate and Ken go to the store.
Kate got ice cream and wants more.
Ken got cookies and wants a drink.
Then they must go home, I think.

Mom is working in the house.
"Help, I see a tiny mouse."
Kate and Mom jump up high,
But Ken just says, "Good-bye!"

Assessment 1: Rhyming Words

After reading the poem, ask the child the following. Record the child's responses.

		Response	Score
1.	Does **store** rhyme with **more**?	_____	_____
2.	Does **house** rhyme with **high**?	_____	_____
3.	Does **drink** rhyme with **think?**	_____	_____
4.	Does **more** rhyme with **cookies**?	_____	_____
5.	Does **mouse** rhyme with **house**?	_____	_____

Number Correct _____/5

Assessment 2: Segment Beginning Sounds

Tell the child you will say a word that is in the poem. Then you will ask him/her to say the word and tell you the beginning SOUND of that word. Record the child's response.

		Response	Score
1.	Listen. "Go." You say "go." What is the sound you hear at the beginning of "go"?	_____	_____
2.	Listen. "Must." You say "must." What is the sound you hear at the beginning of "must"?	_____	_____
3.	Listen. "Store." You say "store." What is the sound you hear at the beginning of "store"?	_____	_____
4.	Listen. "Wants." You say "wants." What is the sound you hear at the beginning of "wants"?	_____	_____
5.	Listen again. "Help." You say "help." What is the sound you hear at the beginning of "help"?	_____	_____

Number Correct _____5

Assessment 3: Number of Sounds

Say: "Listen to these words you heard in the poem about Kate and Ken." Tell the child you will say the words very slowly like a turtle would say words. Ask the child to say that word slowly and tell how many sounds s/he hears in the word. Record the response.

		Response	Score
1.	Listen. "Ken." You say it slowly. How many sounds can you hear in /K-ĕ-n/.	_____	_____
2.	Listen. "Home." You say it slowly. How many sounds can you hear in /h-ō-m/.	_____	_____
3.	Listen. "Store." You say it slowly. How many sounds can you hear in /s-t-ō-r/.	_____	_____
4.	Listen again. "Up." You say it slowly. How many sounds can you hear in /ŭ-p/.	_____	_____
5.	Listen again. "Got." You say it slowly. How many sounds can you hear in /g-ŏ-t/.	_____	_____

Number Correct _____/5

Assessment 4: Onsets and Rimes

Tell the child you will say a word that s/he heard in the poem about Kate and Ken. (You might want to read the poem again.) You will say a word that s/he heard in the poem, and then you will say two other words and ask her/him which word starts like the word in the poem. Record the child's response.

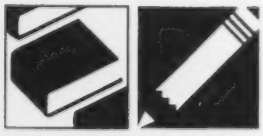
				Response	Score
1.	cookies	can	said	_____	_____
2.	house	shirt	hand	_____	_____
3.	tiny	brown	tiger	_____	_____
4.	think	thin	find	_____	_____
5.	working	walk	your	_____	_____

Number Correct _____/5

Assssment 5: Sound-Letter Relationships

Tell the child you will say a word and you want her/him to tell you the sound s/he hears at the beginning of the word and the letter s/he would see at the beginning of that word. Record the child's response.

		Sound	Score	Letter	Score
1.	go	_____	_____	_____	_____
2.	drink	_____	_____	_____	_____
3.	cookies	_____	_____	_____	_____
4.	jump	_____	_____	_____	_____
5.	home	_____	_____	_____	_____
6.	must	_____	_____	_____	_____
7.	says	_____	_____	_____	_____
8.	tiny	_____	_____	_____	_____
9.	ice	_____	_____	_____	_____
10.	working	_____	_____	_____	_____
	Number Correct		_____/10		_____/10



DECODING AND WORD RECOGNITION

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

Decoding and Word Recognition includes:

Letter Knowledge, which is the understanding that letters represent sounds that can be heard at the beginning of words as well as in other positions within words and that letters have names which are used when teachers talk about reading and writing. To the emergent reader, beginning letters and sounds are the most noticeable letters; therefore, this understanding is developed through the use of beginning letters and sounds. "Knowing" letters indicates that students know the letter name, the letter sound, the form of the letter, and a word that starts with that letter and sound. (Ehri, L.)

Tools for Assessment of Letter Knowledge include:
- Assessment of Letter Knowledge
- Letter Identification*
- Writing Samples

High Frequency Words, words that may or may not use sound-symbol relationships. These words cannot, for the most part, be learned through analysis of sounds; emergent readers need to learn the letters and the sequence of letters that constitute a high frequency word. The High Frequency Words must be practiced so that they are recognized instantly and automatically. High Frequency Words are used by emergent readers and writers in oral language and written language much more often than other words; therefore, learning these words helps emergent readers keep their reading "flowing" and increases their confidence in their writing abilities.

Tools for Assessment of High Frequency Words include:
- Dolch Basic Sight Vocabulary
- The First Hundred Instant Words
- Writing Samples

Alphabetic Principle, the understanding that letters represent sounds and that specific letters represent specific sounds. Teachers often call this understanding sound-symbol associations. Emergent readers develop an awareness of sounds in oral language and that awareness leads to an association of the letter(s) that represent that sound.

Both phonemic awareness and letter knowledge are necessary skills in the development of the alphabetic principle. Some young children acquire this understanding intuitively; other children need direct instruction to develop phonemic awareness while having many opportunities to see and write letters to develop letter knowledge and alphabetic principle.

Tools for Assessment of Alphabetic Principle:
- Assessment of Alphabetic Principle Using Writing
- Beginning Phonics Skills Test (Shefelbine)
- Elementary Qualitative Spelling Inventory: Spelling-By-Stage Assessment (Bear, Invernizzi, Templeton & Johnston, 1996)

*Teacher or district decision

Applying the knowledge of phonics includes:

Writing and using spelling skills to analyze and sequence sounds in words the student wants to write and using high frequency words. Writing samples provide assessment tools and documentation of students' use of phonemic awareness, use of alphabetic principle, use of a high frequency vocabulary, use of spelling-sound patterns, and the use of orthography.

Tools for Assessment of Foundational Skills in Writing:
- Writing Dictation
- Writing Samples (which assess application of skills and strategies)
- Diagnostic Spelling Inventories

Decoding and Word Recognition Skills which require the application of all the foundational skills mentioned above. Teachers may assess discrete decoding skills or decoding skills as a reader uses them to read connected text independently.

Tools for Assessment of Decoding and Word Recognition Skills:
- Observation and Analysis of Decoding and Word Recognition Skills (connected text for Grades 1 and 2)
- Decoding and Word Recognition Checklist (discrete skills for Grades 1 and 2)
- Decodable Texts (assessment of specific sound-symbol associations which have been explicitly addressed through direct instruction)
- Running Records (connected text)
- Oral Reading Strategies Analysis (connected text)

Teachers select assessment tools or specific items of an assessment instrument to provide information that helps **plan instruction that is targeted and timely** to help students who are finding some part of learning to read or write difficult.

Running Records and Oral Reading Strategies Analysis provide documentation of decoding and word recognition skills growth. These assessments can be used for **on-going assessment** with text that has been used during instruction (seen text) and for **summative evaluation** [unseen, or new, text] **at the beginning and end of the school year.**

EXPECTATIONS FOR DECODING AND WORD RECOGNITION

KINDERGARTEN

Midyear

•Recognizes and names 12 upper and lower case dominant consonant letters
(Knows concept of upper case and lower case letters)
•Writes the 12 letters that can be named
•Recognizes some words by sight including a few common words, own name, or environmental print (5-10 high frequency words)
•Recognizes some beginning consonant letter-sound associations in one-syllable words
(Given a word orally is able to recognize another word with the same beginning sound)
•Can name beginning letter and articulate beginning sounds of a one-syllable word that begins with one of the 12 known letters
•Represents spoken language with temporary and/or conventional spelling
•(Uses single consonant sounds in writing)

End of Year

•Recognizes and names upper and lower case letters of the alphabet
Identifies the following:
-upper case letters out of sequence
-lower case letters out of sequence
-upper and lower case forms of same letter
-printer's "a" and "g" and capital "I"
•Recognizes some words by sight including a few common words, own name, and environmental print
-Recognizes 10-15 high frequency words
-Recognizes own name
-Recognizes some words in environment and common trademarks and logos
•Recognizes most beginning consonant letter-sound associations in one-syllable words
-Given a word orally is able to name the letter that represents the first sound heard
-Recognizes the letters that represent initial consonant sounds in words
•Recognizes spoken language with temporary and/or conventional spelling
-Spells 10-15 high frequency words with conventional spelling

EXPECTATIONS FOR DECODING AND WORD RECOGNITION

FIRST GRADE

Midyear

- Uses phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text
  - -Uses initial, final, and medial sounds, known word patterns (parts), and word families
- Recognizes many high frequency and/or common irregularly spelled words in text
  - -Recognizes 35-50 words
- Reads aloud with fluency and comprehension any text that is appropriately designed for the first half of grade one
  - -Demonstrates fluency with familiar text, improves fluency with repeated reading, phrases with pauses at appropriate points, reads with expression
- Uses pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors
  - -Monitors reading by asking: Does it make sense? sound right? look right?
  - -Corrects errors as appropriate to maintain the meaning of the text
- Writes all upper and lower case letters of alphabet with standard formation using Manuscript or D'Nealian
- Uses phonics knowledge and basic patterns to spell correctly 3- and 4-letter words
  - -Uses word families and word parts to spell and write
- Applies phonics to write independently, using temporary and/or conventional spelling
  - -Applies knowledge of word families/patterns in own writing
  - -Uses temporary spelling and conventional spelling that can generally be read by others
  - -Uses spelling resources appropriately to generate or check spelling (e.g., texts read)

End of Year

- Uses phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text
  - -Uses familiar spelling patterns and analogy of known words to identify unknown words
- Recognizes many high frequency and/or common irregularly spelled words in text
  - -Recognizes 40-80 words
- Reads aloud with fluency and comprehension any text that is appropriately designed for the first half of grade one
  - -Reads seen text (text used for instruction) independently with 95-100% accuracy
  - -Reads unseen text (new, unfamiliar) independently at primer, emergent levels, or above (Levels 7-8 based on NC Grades K-2 Literacy Assessment Booklist Criteria) with 90-94% accuracy
- Uses phonics knowledge and basic patterns to write correctly 3- and 4-letter words
  - -Generates words using known word families and patterns
  - -Includes initial consonant sounds, final consonant sounds, and vowel sounds in spelling
- Applies phonics to write independently, using temporary and/or conventional spelling
  - -Spells 40-80 high frequency words in own writing

EXPECTATIONS FOR DECODING AND WORD RECOGNITION

SECOND GRADE

Midyear

- Uses phonics knowledge and structural analysis to decode regular multi-syllable words when reading text
  - -Demonstrates use of graphophonic cues including word parts and word patterns to decode regular multi-syllable words in text
  - -Uses root words, some prefixes (in-, un-, re-) and some suffixes (-ing, -ed, -er, -est) to decode regular two-syllable words
- Accurately reads most high frequency and many irregularly spelled words in text
  - -Reads 70-100 high frequency words encountered in text
- Reads aloud with fluency and comprehension any text appropriate for the first half of grade two
  - -Demonstrates fluency with familiar text
  - -Increases fluency with repeated readings
  - -Reads with expression and appropriate phrasing
- Represents with appropriate letters all the sounds of a word when writing
  - -Uses knowledge of consonant clusters, vowel patterns, and word families to represent all the sounds of a phonetically regular word

End of Year

- Accurately reads most high frequency and many irregularly spelled words in text
  - -Reads 90-150 high frequency words encountered in text
- Reads aloud with fluency and comprehension any text appropriate for the first half of grade two
  - -Uses appropriate pacing for text and content
  - -Reads seen text (text used for instruction) at 95-100% accuracy
  - -Reads unseen text (new, unfamiliar text) at 90-94% accuracy at Levels 16-20 or above (Based on Grades K-2 Literacy Assessment Booklist Criteria)
- Correctly spells previously studied words and spelling patterns in own writing
  - -Uses conventional spelling most of the time (more conventional than temporary)
  - -Writes 90-150 high frequency words correctly
  - -Uses temporary spelling to keep ideas flowing
- Represents with appropriate letters all the sounds of a word when writing
  - -Uses knowledge of consonant clusters, vowel patterns, and word families to represent all the sounds of a word

Grades K – 2 Literacy Assessment

ASSESSMENT OF LETTER KNOWLEDGE

Upper Case Letters

STUDENT _____ DATE _____ GRADE _____

Name each letter. Identify the sound that each letter makes. Name a word that starts with the letter.

	Name	Sound	Word		Name	Sound	Word
M				B			
S				H			
T				C			
L				D			
G				R			
F				P			
N				W			
J				Y			
K				V			
Q				Z			
A				O			
I				E			
U				X			

Number Correct _____

Adapted from Clay, M. Observation of Early Literacy Achievement.

Grades K – 2 Literacy Assessment

ASSESSMENT OF LETTER KNOWLEDGE

Lower Case Letters

STUDENT _____ DATE _____ GRADE _____

Name each letter. *Identify the sound that each letter makes.* Name a word that starts with the letter.

	Name	Sound	Word		Name	Sound	Word
a				d			
g				t			
z				q			
r				j			
s				m			
b				l			
p				w			
c				h			
k				f			
n				y			
e				o			
i				u			
v				x (no word)			

Number Correct _____

Adapted from Clay, M. Observation of Early Literacy Achievement.

Grades K – 2 Literacy Assessment
DOLCH BASIC SIGHT VOCABULARY

STUDENT_____ CLASS _____ DATE _____ GRADE _____

Ask student to read words on the appropriate list. Check words student is able to identify correctly. Record score for each grade level list.

PREPRIMER	PRIMER	1
a	all	after
and	am	again
away	are	an
big	at	any
blue	ate	as
can	be	ask
come	black	by
down	brown	could
find	but	every
for	came	fly
funny	did	from
go	do	give
help	eat	going
here	four	had
I	get	has
in	good	her
is	have	him
it	he	his
jump	into	how
little	like	just
look	must	know
make	new	let
me	no	live
my	now	may
not	on	of
one	our	old
play	out	once
red	please	open
run	pretty	over
said	ran	put
see	ride	round
the	saw	some
three	say	stop
to	she	take
two	so	thank
up	soon	them
we	that	then
where	there	think
yellow	they	were
Date _____	too	when
Score _____	under	who
	want	Date _____
	was	Score_____
	well	
	went	
	what	
	white	
	will	
	with Date_____	
	yes Score _____	

Grades K – 2 Literacy Assessment

DOLCH BASIC SIGHT VOCABULARY

STUDENT_____ CLASS _____ DATE _____ GRADE _____

Ask student to read words on the appropriate list. Check words student is able to identify correctly. Record score for each grade level list.

2	3
always	about
around	better
because	bring
been	carry
before	clean
best	cut
both	done
buy	draw
call	drink
cold	eight
does	fall
don't	far
fast	full
first	got
five	grow
found	hold
gave	hot
goes	hurt
green	if
its	keep
made	kind
many	laugh
off	light
or	long
pull	much
read	myself
right	never
sing	only
sit	own
sleep	pick
tell	seven
their	shall
these	show
those	six
upon	small
us	start
use	ten
very	today
which	try
why	warm
wish	Date _____
work	Score_____
would	
write	
your	
Date _____	
Score_____	

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

STUDENT_____ CLASS _____ DATE _____ GRADE _____

Ask student to read these words. Check the words student reads correctly. Record the score. These are the most common words in English, ranked in frequency order. The first 25 words make up about a third of all printed material. The first 100 make up about half of all written material. It is expected that by the end of second grade, students should be able to read and spell these words.

The First Hundred Instant Words

Words 1-25	Words 26-50	Words 51-75	Words 76-100
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	some
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

Common suffixes: -s, -ing, -ed

Number Correct _____/100

BEST COPY AVAILABLE

STUDENT_____ CLASS _____ DATE _____ GRADE _____

ASSESSMENT OF ALPHABETIC PRINCIPLE USING WRITING

Identifying Sound-Symbol Associations, Using Dictation Task
Ask a child to write the story you dictate. Say the story in a normal voice at a normal rate. Then tell the child you will say the words slowly so s/he can write the words. Dictate the words one at a time and record what the child writes for each word.

Kindergarten: Assess recognition of dominant consonants (underlined).

Mom likes to go fast on a red bike. We can have fun.

Kindergarten Scoring 22 dominant consonant sounds to analyze and record.

Number Correct _____/22

First Grade: Assess recognition of all sound-letter associations.
First Grade Scoring: 35 sounds to analyze, sequence, and record.

Number Correct_____/35

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

STUDENT_____ CLASS _____ DATE _____ GRADE _____

BPST

Beginning Phonics Skills Test

J. Shefelbine 1992.1993.1996(a).1996(b)

For K, 1st, 2nd, and 3rd graders reading below a third grade level on a graded word list.

1. **Consonant sounds and names:** Record sounds on top of each letter and names under each letter. Do all sounds before doing letter names. Consider skipping names if 10 or more sounds are correct. Mark correct answers with ✓, incorrect answers with actual response, and no response with ?. Also note which sounds are distorted, e.g., "fuh."

m s f l r n h v w (continuous sounds)

_____/21 b c d g p t j k y x q (stop sounds)

2. **Consonant digraph sounds:** Follow directions for sounds in #1. (th can have two sounds: voiced (that) and unvoiced (thin)

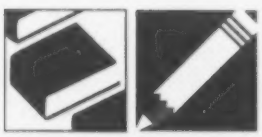
_____/4 sh th ch wh

3. **Short vowel sounds:** "Tell me the sounds of these letters." If the student gives a long vowel sound, prompt them by asking if they know another sound. Do not specifically ask for short vowel sounds. Mark on top with ˘ for short, – for long. Record incorrect answers with actual response or ? if no response. You are really most interested in the short vowel sounds so there is no need to prompt students if they do not give the long sounds.

_____/short i o a u e

4. **Blending words with short, final e and long and other vowel digraphs, and r controlled vowel patterns:** Record incorrect answers with actual response or ? if no response.

_____/10 short	map	rip	met	rub	mop	lip	lot	zap	fell	nut
_____/5 final e	fine	rope	rake	tune	kite					
_____/5 lvd	soap	leak	pain	feed	ray	(stop here if 0 to 4 words were correct in the first 3 rows)				
_____/5 ovd	coin	moon	round	lawn	foot					
_____/5 r-c	fur	sort	sir	tar	serve					
_____/syl	silent	ladder	napkin	locate	cactus					



DECODING AND WORD RECOGNITION

Grade 1

Grades K – 2 Literacy Assessment

DECODING AND WORD RECOGNITION GRADE 1

STUDENT_____ CLASS _____ DATE _____ GRADE _____

I. PHONIC ANALYSIS

•Articulates the sound for each consonant and gives a word that begins with that sound.

Dominant Consonants	Sound	Word
b	_____	_____
c (hard or soft)	_____	_____
d	_____	_____
f	_____	_____
g (hard or soft)	_____	_____
h	_____	_____
l	_____	_____
m	_____	_____
n	_____	_____
p	_____	_____
r	_____	_____
s	_____	_____
t	_____	_____
w	_____	_____
y	_____	_____
z	_____	_____

Total Correct _____/16 Single Dominant Consonants

•Pronounces the consonant **x** at the end or a word and gives a word that rhymes with **box**.

_____ _____

•Articulates the sound for each consonant and digraph and gives a word that begins with that sound.

	Sound	Word
th	_____	_____
sh	_____	_____
wh	_____	_____
ch	_____	_____

Total Correct _____/4

Articulates the sound for each consonant blend and gives a word that begins with that blend.

		Sound	Word
-r blends	br	_____	_____
	fr	_____	_____
	tr	_____	_____
	dr	_____	_____
	gr	_____	_____
-l blends	bl	_____	_____
	fl	_____	_____
	gl	_____	_____
	pl	_____	_____
	sl	_____	_____
s- blends	sp	_____	_____
	st	_____	_____

Total Correct _____/12 Consonant Blends

•Understands that the **k** is silent in words that begin with **kn**. Ask the student to read this sentence.

Anna fell and hit her knee. _____

BEST COPY AVAILABLE

•Articulates the **long** vowel sound for each of vowel letters and gives a word that starts with or contains the **long** vowel sound.

Vowel Letters	Sound	Word
a	_____	_____
e	_____	_____
i	_____	_____
o	_____	_____
u	_____	_____

Total Correct _____/5

•Articulates the **short** vowel sound for each vowel letter and gives a word that starts with or contains the **short** vowel sound.

Vowel Letters	Sound	Word
a	_____	_____
e	_____	_____
i	_____	_____
o	_____	_____
u	_____	_____

Total Correct _____/5

•Reads each rime and gives a word that contains the rime.

Short Vowel Rimes	Sound	Word
-an (as in can)	_____	_____
-ed (as in red)	_____	_____
-it (as in bit)	_____	_____
-op (as in hop)	_____	_____
-un (as in run)	_____	_____
-ack (as in jack)	_____	_____
-ill (as in hill)	_____	_____
-end (as in bend)	_____	_____
-ock (as in sock)	_____	_____
-ust (as in just)	_____	_____

Total Correct _____/10

Note: If the student is unable to read the rime or give a word that contains the rime, make a note that the teacher provided a model by saying "an as in can."

Other Vowel Rimes	Sound	Word
-ame (as in same)	_____	_____
-ail (as in mail)	_____	_____
-ine (as in fine)	_____	_____
-oat (as in boat)	_____	_____
-ope (as in hope)	_____	_____
-alk (as in talk)	_____	_____

Total Correct _____/6

II. STRUCTURAL ANALYSIS

Reads the following contractions correctly.

aren't	_____	can't	_____
couldn't	_____	didn't	_____
don't	_____	haven't	_____
hadn't	_____	isn't	_____
wasn't	_____	won't	_____

Total Correct _____/10

•Understands that suffixes are used in reading and pronounces words to include the suffixes. Ask the student to read this sentence:

The girls played jump rope when the boys were playing ball.

s	_____	_____
ed	_____	
ing	_____	

Total Correct _____/4

•Identifies compound words. Ask the student to read these:

into	_____	bathroom	_____
upset	_____	cupcake	_____

Total Correct _____/4

III. SEMANTIC ANALYSIS

•Pronounces words correctly in context that cannot be pronounced accurately in word lists. Ask the student to read these sentences:

_____ My mother **read** me a story.

_____ My friend can **read** many books.
Total Correct _____/2

•Completes a modified cloze procedure with the deleted words at the bottom of the sheet listed in random order.

Ask the student to read silently and write the correct word in the blank. "This story is about a dog named Rags who likes to play with his friends."

Rags lived in a big house that _____d many trees and flowers. He loved to run around th____ trees and to chase his _____d Tom, when Tom was h_____ from school. When Tom _____s at school, Rags just lay in his _____d. Sometimes _____s got to go outside and chase other d_____ around the trees.

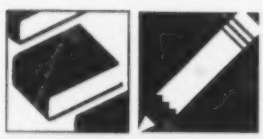
After Rags had a _____ he really ran fast when he ran around the trees. He w_____ to get the water off his coat. Th_____ did not please Tom's mom because Rags w_____ run until he got tired. Th_____ he would roll _____ the grass. Now he was dirty again.

Will Tom's mom keep Rags in _____ house so he can't run around the b____ trees after she gives him a bath?

Use these words in the story.

dogs	big	in	had	was	Rags
wanted	those	friend	that	home	her
then	would	bed	bath		

Total Correct _____/16



DECODING AND WORD RECOGNITION

Grade 2

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION GRADE 2

STUDENT_____ CLASS _____ DATE _____ GRADE _____

I. PHONIC ANALYSIS

•Articulates the sound for each consonant blend and gives a word that begins with that blend

	Sound	Word
cl	_____	_____
cr	_____	_____
pr	_____	_____
sc	_____	_____
sm	_____	_____
sn	_____	_____
spl	_____	_____
str	_____	_____

Total Correct _____/8

•Articulates the sound for each consonant cluster and gives a word that contains the sound of these letters.

	Sound	Word
qu	_____	_____
thr	_____	_____
shr	_____	_____
Silent letter wr	_____	_____

Total Correct _____/4

•Articulates the sound for each of these ending consonant clusters and gives a word that ends with these clusters

	Sound	Word
ck	_____	_____
ng	_____	_____
ld	_____	_____
mp	_____	_____
nd	_____	_____
nt	_____	_____
st	_____	_____
ft	_____	_____
silent letter gn	_____	_____
mb	_____	_____

Total Correct _____/10

•Articulates the sound for each of these vowel digraphs and gives a word that contains that sound.

Long Vowel Sounds	Sound	Word
ai	_____	_____
ay	_____	_____
ea	_____	_____
ee	_____	_____
oa	_____	_____
oo	_____	_____
ow	_____	_____
ie	_____	_____

Total Correct _____/8

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION GRADE 2

•Articulates the sound each of these vowel diphthongs represents and gives a word that contains that sound

	Sound	Word
au	_____	_____
aw	_____	_____
oi	_____	_____
oy	_____	_____
ow	_____	_____
ew	_____	_____

Total Correct _____/6

•Reads words with **y** when **y** is used as a vowel (to spell long **e** and ling **i**)
Ask the student to read these words:

baby	_____
try	_____
fly	_____
candy	_____

Total Correct _____/4

•Articulates the sound for each of these vowel + r combinations and gives a word that contains these sounds

	Sound	Word
ar	_____	_____
er	_____	_____
ir	_____	_____
or	_____	_____
ur	_____	_____
air (are)	_____	_____

Total Correct _____/6

•Reads each of these rimes and gives a word that contains the rime.

	Sound	Word
-ace	_____	_____
-ade	_____	_____
-arm	_____	_____
-each	_____	_____
-elp	_____	_____
-ile	_____	_____
-idge	_____	_____
-ore	_____	_____
-ork	_____	_____
-ought	_____	_____
-ouse	_____	_____
-out	_____	_____
-uck	_____	_____
-ust	_____	_____

Total Correct _____/15

•Applies the following phonic generalizations:

____1. A single vowel in a closed syllable is usually short (hat, get).

____2. A single vowel in an open syllable is usually long (me, open).

____3. When two vowel letters are together, usually only the fist vowel letter is heard as a long vowel sound (coat, tail).

____4. When the same two consonants are together, only one consonant sound is heard (tell, class).

____5. In a word containing the VCe pattern the final e is silent (drive, tune).

II. STRUCTURAL ANALYSIS

•Identifies the following contractions:

he'll	_____	here's	_____
I'll	_____	I'm	_____
it's	_____	let's	_____
you're	_____	that's	_____
there's	_____	they'll	_____
we'll	_____	what's	_____
where's	_____	you'll	_____
doesn't	_____	hasn't	_____
he's	_____	I've	_____
they've	_____	we're	_____

Total Correct _____/20

•Understands the function of prefixes and can add these prefixes to root words. May be assessed in reading or writing or both.

a- _____

re- _____

un- _____

Total Correct _____/3

•Understands the function of suffixes and can add these suffixes to root words. May be assessed in reading or writing or both.

-en	_____	-er	_____
-es	_____	-est	_____
-ful	_____	-ly	_____

Total Correct _____/6

•Understands and is able to apply these syllabic generalizations: (May be assessed in reading or writing or both)

____1. When two consonants are between two vowel letters, the word is usually divided between the two consonants (jun gle, but ter).

____2. When two vowel letters are together the word is divided before or after the vowel combination (a bout, dai ly).

____3. Understands the principle of doubling the final consonant in a word containing one vowel letter and the short vowel sound before adding a suffix that begins with a vowel letter (hitting, shopping). (May be assessed in reading or writing or both)

____4. Understands and is able to apply the principle of changing y to add the suffix es (flies, babies). (May be assessed in reading or writing or both)

III. SEMANTIC ANALYSIS

•Uses semantic analysis to read words correctly in context that cannot be pronounced accurately in word lists.
Ask the student to read these sentences.

_____ Goldilocks had a **tear** in her eye when she saw the hunter.

_____ and a big **tear** in the middle of her dress.

_____ Completes a cloze procedure with 80% accuracy using a short passage from a text appropriate for grade level 2.

IV. ANALYSIS OF ORAL READING

(Using a text on which the accuracy level is 90-94% and self-corrections rate is 1:1, 1:2, 1:3, 1:4)

_____ Observation of oral reading and analysis of the record of oral reading provides evidence that the student is confident and enjoys reading independently.

_____ Reads with appropriate expression.

_____ Reads fluently, or smoothly.

_____ Observes/uses punctuation to read fluently and for meaning.

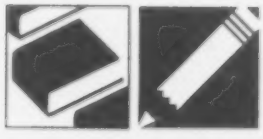
_____ Assumes responsibility for reading independently:

- •using monitoring strategies
- •using problem-solving strategies
- •using fix-up strategies

Text _____ **Level** _____

Date _____ **Accuracy** _____ **Self-correction Rate** _____

READING SKILLS ASSESSED IN CONNECTED TEXTS



Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

STUDENT_____ CLASS _____ DATE _____ GRADE _____

APPLICATION OF DECODING SKILLS - GRADE 1

The teacher gives the following introduction to an individual student.

"This story is about a make-believe animal. Read the story to me and let's find out what happens when the little animal leaves home."

Record the child's reading, using a running record or oral reading strategy procedure.
Analyze the record at a later date.

APPLICATION OF COMPREHENSION SKILLS

After the child has finished the story, **begin a discussion** with the student about the story to elicit the following: **(Record the child's responses.)**

Did you like the story?

What was your favorite part? What made that part so good?

Who was smarter? Why?

Does this story remind you of any other stories you've read? Which stories?

What would be a good title for this story?

What other animal do you think the crelt might look like?

Would you like to draw a crelt or a crilt? Would you like to make a story map about this story?

Would you like to write about this story?

STUDENT_____ CLASS _____ DATE _____ GRADE _____

APPLICATION OF WRITING SKILLS - GRADE 1

Would you like to add some more to this story?

Would you like to write a different ending to this story?

Would you like to write another story about a make-believe animal you can imagine?

(This writing can be used for a writing sample.)

ANALYZING THE ORAL READING RECORD - GRADE 1
HIGH FREQUENCY WORDS

Check the high frequency words that the student has read correctly or has self-corrected during the oral reading of the story.

was _____	little _____	big _____	fast _____
find _____	for _____	one _____	new _____
some _____	look _____	how _____	want _____
away _____	come _____	as _____	along _____
good _____	very _____	ever _____	after _____

Total Correct _____/20

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

STUDENT_____ CLASS _____ DATE _____ GRADE _____

ANALYZING THE ORAL READING RECORD
DECODING SKILLS - GRADE 1

Using sound-symbol associations, segmentation, and blending.

Initial Consonants:

B	big, _____	ball _____	C	care _____	came _____
D	day _____		F	fast _____	
G	got _____	gone _____	H	hill _____	hole _____
L	left _____	lots _____	M	morning _____	make _____
N	new _____	near _____	P	packed _____	
R	rested _____	rocks _____	S	so _____	side _____
T	told _____	take _____	W	wide _____	woods _____

Total Correct _____/23

Initial Consonant Digraphs:

Sh	shown _____	showed _____	shant _____	shanking _____
CH	chatted _____			
TH	things _____	thank _____		
Wh	wheat _____	while _____	when _____	

Total Correct _____/10

Initial Consonsant Blends:

Bl	black _____	Cl	clean _____
Br	branches _____ brown _____ brave _____		
Cr	crelt _____ crilt _____ crawling _____	Dr	drink _____
Fl	flowing _____	Fr	from _____

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

Gl	glod _____		Gr	green _____ grass _____ ground _____
Pr	pretty _____			grand _____
Sm	smart _____	small _____	St	started _____ stayed _____ stopped _____
Sw	swung _____			
Tr	trees _____	trip _____		Total Correct _____/25

Short Vowel

___grass	___crelt	___crilt	___glod	___sun
___tads	___fell	___six	___got	___run
___ran	___rested	___trip		___swung
___fast	___red	___lifted		___much
___shant	___did			Total Correct _____/20

Long Vowels

___take	___green	___wide	___home	___cool
___late	___clean	___side	___hole	
___cave	___near	___hide	___woke	
___came	___asleep		___flowing	
___brave	___team		___showed	
___day	___tail			Total Correct _____/21

Variant Vowels

___smart	___over	___birds	___fur	
___started	___river		___curled	___ground
___small				
___crawling				Total Correct _____/10

RW

Once there was a six-year old crelt. The little crelt had black fur, a long fuzzy tail, and big brown eyes. He was very fast and very smart too. One day his
50 mother told him he could take care of himself now. It was time to leave his glod.

So the little crelt packed up his things and left his mother's glod to find a new home. He ran up the hill and over the wide, green grass. When the sun got very hot, he stopped beside a fast flowing river. He got a drink of clean, cool water and
102 rested.

When the crelt got tired late on that day, he looked for a small hole near
131 some big rocks. He curled into a furry ball and fell fast asleep.

The next morning when he woke up, he was hungry. The smart little crelt started to look for nuts and tads to eat. His mother had shown him how to find the big trees with lots of nuts on the ground under the branches. She said to look for
192 birds chatting and singing in the trees. They like the nuts, too.

While the black crelt was eating, he saw a pretty little crilt that looked like him. She was eating nuts, too. When they had eaten all the nuts and tads they
234 wanted, they started to run to find a drink of water.

Out of the woods came a big, ugly shant. The crelt and crilt were afraid. The crilt showed the crelt a small cave in the side of the hill. They ran there to hide from the shant. When the shant had gone away, the little animals came out. "Thank you very much," the crelt said. "You are smart too. Will you come and
307 take a trip with me to find a new glod?"

As the two little animals ran along, the crelt saw a long, shaking tail. He stopped. The tail moved and a big, red wheab came crawling in the grass. The crelt swung his fuzzy tail over the crilt and lifted her up into a tall tree. Then he jumped up too. They stayed in the tree until the wheab went away.

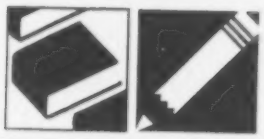
"Oh, thank you," said the crilt. "You are very brave."

"Then we make a good team," the crelt said. "We'll go together to find a new home." And they did. They made a grand new glod in the big rocks on the side of a hill. And the smart little crelt and crilt lived happily ever after.

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

STUDENT _____
CLASS _____
DATE _____
GRADE _____

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. Once there was a six-year old crelt.		
2. The little crelt had black fur, a long fuzzy tail, and brown eyes.		
3. He was very fast and very smart, too.		
4. One day his mother told him he could take care of himself now.		
It was time to leave his glod.		
6. So the little crelt packed up his things and left his mother's glod to find a new home.		
7. He ran up the hill and over the wide, green grass.		
8. When the sun got very hot, he stopped beside a fast flowing river.		
9. He got a drink of clean, cool water and rested.		
10. When the crelt got tired late on that day, he looked for a small hole near some big rocks.		
11. He curled into a furry ball and fell fast asleep.		
12. The next morning when he woke up, he was hungry.		
Subtotal		



Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
13. The smart little crelt started to look for nuts and tads to eat.		
14. His mother had shown him how to find the big trees with		
lots of nuts on the ground under the branches.		
15. She said to look for birds chatting and singing in the trees.		
16. They like the nuts, too.		
17. While the black crelt was eating, he saw a pretty little crilt		
that looked like him.		
18. She was eating nuts, too.		
19. When they had eaten all the nuts and tads they wanted, they		
started to run to find a drink of water.		
20. Out of the woods came a big, ugly shant.		
21. The crelt and crilt were afraid.		
22. The crilt showed the crelt a small cave in the side of the hill.		
23. They ran there to hide from the shant.		
24. When the shant had gone away, the little animals came out.		
Subtotal		

Grades K – 2 Literacy Assessment

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
25. "Thank you very much," the crelt said.		
26. "You are smart, too.		
27. Will you came and take a trip with me to find a new glod?"		
28. As the two little animals ran along, the crelt saw a long,		
shaking tail.		
29. He stopped.		
30. The tail moved and a big, red wheab came crawling in the		
grass.		
31. The crelt swung his fuzzy tail over the crilt and lifted her up		
into a tall tree.		
32. Then he jumped up, too.		
33. They stayed in the tree until the wheab went away.		
34. "Oh, thank you," said the crilt.		
35. "You are very brave."		
36. "Then we make a good team," the crelt said.		
Subtotal		

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
37. "We'll go together to find a new home."		
38. And they did.		
39. They made a grand new glod in the big rocks on the side of		
a hill.		
40. And the smart little crelt and crilt lived happily ever after.		
Subtotal		
Total Score=		
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

#possible_____
#correct _____

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

STUDENT_____ CLASS _____ DATE _____ GRADE _____

APPLICATION OF DECODING SKILLS - GRADE 2

The **teacher gives the following introduction to an individual student**.

"Read this story to find out what happens in the life of a young bear when he learns to do an important job."

Record the student's reading, using a running record or oral reading strategies procedure. **Analyze** the record at a later time.

APPLICATION OF COMPREHENSION SKILLS - GRADE 2

After the student has finished the story, **begin a discussion with the student** about the story to elicit the following: **(Record the student's response of have the student write a personal response to the story**.)

Have you ever had to learn how to do a job? What happened in your life?

Does the story remind you of any story or fable you've read or heard? Which one?

What else do you think the cub could have done when the squirrel made fun of him?

Why do you suppose the bear cub stamped his feet on the third morning?

What would be a good title for this story? Why would that be a good title?

Would you like to make a story map about this story? A flow chart?

STUDENT_____ CLASS _____ DATE _____ GRADE _____

APPLICATION OF WRITING SKILLS - GRADE 2

Write another chapter in the story of the young bear. What happened after his father died?
Write another ending for this story.
What other animal does some kind a job each year? Write a story about that animal.
Write about your own experiences when you were trying to learn something.

ANALYZING THE ORAL READING RECORD - GRADE 2
HIGH FREQUENCY WORDS

Check the high frequency words that the student has read correctly or has self-corrected during the oral reading of the story.

___some	___there	___went	___almost	___turn	___know
___out	___which	___during	___across	___early	___down
___ask	___sure	___would	___done	___again	___before
___earth	___everybody		___enough	___been	___because
___first	___through				

Total Correct _____/25

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

STUDENT_____ CLASS _____ DATE _____ GRADE _____

APPLICATION OF DECODING SKILLS - GRADE 2

•Uses syllables and structural analysis to read multi-syllabic words

___arrived	___summoned	___propped	___loudest
___announce	___scampered	___whimper	___ashamed
___wondered	___slinking	___stretched	___stamped
___growled	___complained	___sounded	___trying
___perfect	___learned	___important	___forest

Total Correct _____/20

•Uses phonic generalizations/spelling generalizations to decode multi-syllable, irregular words

___quietly	___stepped	___tried	___stopped
___heard	___announcing	___practiced	___tired
___charged	___burst	___shameful	___practicing
___stretches	___kept		

Total Correct _____/14

•Uses variant vowel sounds and silent letter patterns to decode words

___pillows	___grown	___bare	___know
___growl	___announce	___early	___tiny
___proud	___noise	___shook	___slowly
___voice	___listen	___learned	

Total Correct _____/15

Running
Words

When the young bear cub arrived at his cave, he was summoned to Father Bear's bedside. Father Bear was propped up by some pillows. He looked quite pale and had grown thin. His coat of brown fur was not thick; it even had bare spots here and there. The bear cub felt very sad as he went into his father's room.

61

"Son, my time is almost over," Father Bear said quietly. "Now it is your turn to let our animal friends in the forest know it is spring. When you wake up from your long winter nap, you will need to shake out your fur which has grown thick during the long winter, go outside our cave, and send your loudest growl out across the forest to announce spring."

229

Early the next day, the young cub went to the opening of their cave, shook himself, stepped outside the cave, and gave the loudest growl he could. A tiny squirrel scampered down a tree and asked, "Is that a growl or a little whimper?" The bear cub felt ashamed and was sure his father would not be proud of the job he had done.

293

The following morning, the cub tried again. He shook himself harder, ran outside, and growled as loud as he could. A rabbit ran by and stopped. "Well, I heard a noise and wondered what it was," the rabbit said in a mocking voice. The bear cub went slinking back into his cave. He was not doing a very good job of announcing spring. He stretched and practiced growling all day until he was so tired he fell asleep before the sun went down.

376

The third morning the bear cub shook his fur and stamped his feet. He charged out of the cave and stood on the side of the hill. Then he stretched himself up tall and growled so loud the earth shook. "What in the word is going on?" a fox yelled as he ran by. "I'm announcing spring!" the bear cub said. "Well, you don't
451 have to burst everybody's ears to announce spring," the fox complained.

The cub went back home. He wasn't sure he'd ever be able to do this job very well. First, he wasn't loud enough, then he sounded like he was crying, and now he was too loud. With a sad, shameful look the cub went in to see his sick
515 father. "Father, I'm trying to do a good job of announcing spring," he said slowly.

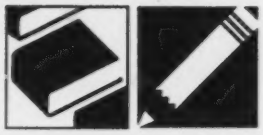
"I know, son," the weak, old bear said. "You may not have been perfect the first time you tried, but you will get better each spring, and I will be proud of you because you kept practicing your job. One year you will have become the voice your friends listen for to know when spring has arrived. Be proud of yourself–as proud of yourself as I am proud of you. And never forget how you learned to announce
607 spring when you try to teach other cubs to do this important job."

Each spring when the young bear wakes up and shakes out his fur, he thinks of his father. He goes out of the cave, stretches himself up as tall as he can, growls in a loud voice that can be heard through the forest, and feels proud of himself. "I am proud to be my father's son and do this job almost as well as he did," the bear thinks to himself. "Next year I will do even better when I announce
694 spring." And so he did.

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

STUDENT_____
CLASS _____
DATE _ _____
GRADE _____

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. When the young bear cub arrived back at his cave, he was		
summoned to Father Bear's bedside.		
2. Father Bear was propped up by some pillows.		
3. He looked quite pale and had grown thin.		
4. His coat of brown fur was not thick; it even had bare spots here		
and there.		
5. The bear cub felt very sad as he went into his father's room.		
6. "Son, my time is almost over," Father bear said quietly.		
7. "Now it is your turn to let our animal friends in the forest		
know it is spring.		
8. "When you wake up from your long winter nap, you will need		
to shake out your fur which has grown thick during the long		
winter, go outside our cave, and send your loudest growl out		
across the forest to announce spring."		
9. Early the next day, the young cub went to the opening of their		
cave, shook himself, stepped outside the cave, and gave the		
loudest growl he could.		
Subtotal		



Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
10. A tiny squirrel scampered down a tree and asked, "Is that		
a growl or a little whimper?"		
11. The bear cub felt ashamed and was sure his father would not be		
proud of the job he had done.		
12. The following morning, the cub tried again.		
13. He shook himself harder, ran outside, and growled as loud		
as he could.		
14. A rabbit ran by and stopped.		
15. "Well, I heard a noise and wondered what it was," the rabbit		
said in a mocking voice.		
16. The bear cub went slinking back into his cave.		
17. He was not doing a very good job of announcing spring.		
18. He stretched and practiced growling all day until he was so		
tired he fell asleep before the sun went down.		
19. The third morning, the bear cub shook his fur and stamped		
his feet.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
20. He charged out of the cave and stood on the side of the hill.		
21. Then he stretched himself up tall and growled so loud the earth shook.		
22. "What in the world is going on?" a fox yelled as he ran by.		
23. "I'm announcing spring!" the bear cub said.		
24. "Well, you don't have to burst everybody's ears to announce spring," the fox complained.		
25. The cub went back home.		
26. He wasn't sure he'd ever be able to do this job very well.		
27. First, he wasn't loud enough, then he sounded like he was crying, and now he was too loud.		
28. With a sad, shameful look the cub went in to see his sick father.		
29. "Father, I'm trying to do a good job of announcing spring," he said slowly.		
30. "I know, son," the weak, old bear said.		
Subtotal		

Grades K – 2 Literacy Assessment
DECODING AND WORD RECOGNITION

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
31. "You may not have been perfect the first time you tried, but		
you will get better each spring, and I will be proud of you		
because you kept practicing your job.		
32. "One year you will have become the voice your friends listen		
for to know when spring has arrived.		
33. Be proud of yourself–as proud of yourself as I am proud		
of you.		
34. And never forget how you learned to announce spring		
when you try to teach other cubs to do this important job."		
35. Each spring when the young bear wakes up and shakes out		
his fur, he thinks of his father.		
36. He goes out of the cave, stretches himself up as tall as he can,		
growls in a loud voice that can be heard through the forest, and		
feels proud of himself.		
198		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
37. "I am proud to be my father's son and do this job almost		
as well as he did," the bear thinks to himself.		
38. "Next year I will do even better when I announce spring."		
39. And so he did.		
Subtotal		
Total Score=		
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

#possible_____
#correct _____